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ABSTRACT

The annotated bibliography on Normalization--General/Aurally Handicapped/Visually Handicapped/Physically Handicapped/Emotionally Disturbed contains approximately 100 abstracts and associated indexing information for documents or journal articles published from 1966 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

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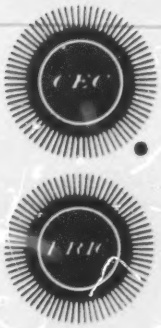

Normalization—General/Aurally Handicapped/Visually Handicapped/Physically Handicapped/Emotionally Disturbed

A Selective Bibliography

CEC Information Services and Publications
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The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 650

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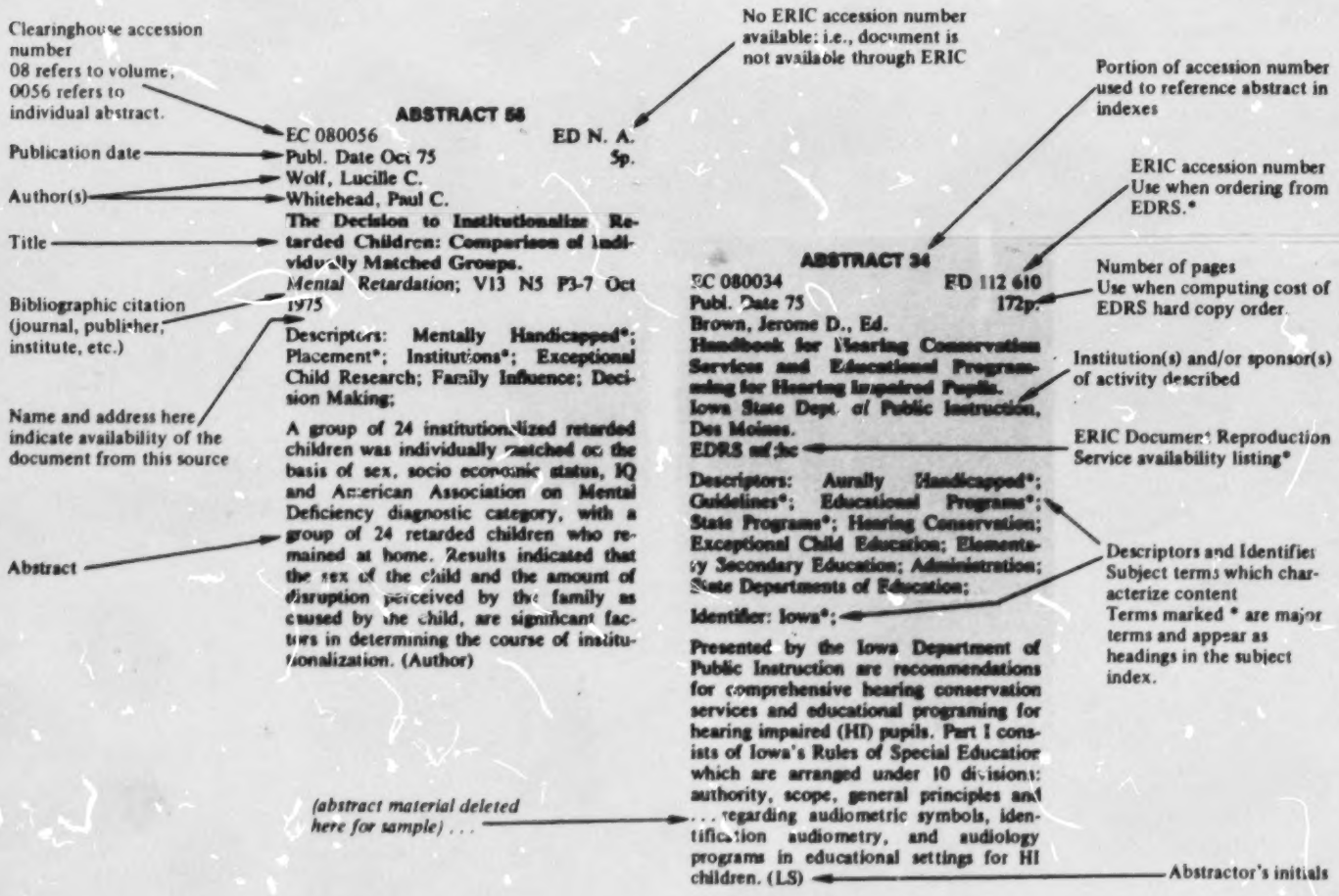
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Abstractor's initials
ABSTRACT 58
EC 080056
ED N. A.
5p.
Publ. Date Oct 75
Wolf, Lucille C.
Whitehead, Paul C.
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Mental Retardation; V13 N5 P3-7 Oct 1975
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
ABSTRACT 34
EC 080034
ED 112 610
172p.
Publ. Date 75
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Iowa State Dept. of Public Instruction, Des Moines.
EDRS mf/hc
Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Identifier: Iowa*;
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and . . . regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)

CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is *representative* of journals currently received.

*Academic Therapy, 1539 Fourth Street, San Rafael, California 94901

ACTA Symbolica, University of Akron, Akron, Ohio 44304

Adolescence, PO Box 155, 391 Willets Road, Roslyn Heights, New York 11577

*American Annals of the Deaf, 5034 Wisconsin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011

**American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610

*American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019

Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610.

Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036

ASHA, 9030 Old Georgetown Road, Washington DC 20014

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403

Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036

Australian Children Limited, Box 91, Brighton 5048, South Australia

*Australian Journal of Mental Retardation, P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**Behavior Therapy, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England

British Journal of Physical Education, Ling House, 10 Nottingham Place, London WIM 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*Bureau Memorandum, 126 Langdon Street, Madison Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

*Education and Training of the Mentally **Retarded, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

*Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138

Hearing, 105 Gower Street, London WCIE 6AH, England

*Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag Ju, Basel 13, Switzerland

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

*denotes journals monitored for CIJE.

**denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

**Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, Uni-**versity of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophre-**nia, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

**Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

**Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

**Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 5 North **Wabash Avenue, Chicago, Illinois 60602

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, 86 Newman Street, London WIP 4 AR, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

**Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

**Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

**Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave-**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London WIN/AA, England

*New Outlook for the Blind, 15 West 16th Street, New York, New York 10011

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

**Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

**Physical Therapy, 1156 15th Street NW, Washington DC 22005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

**Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington, DC 20036

Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

*Slow Learning Child, St. Lucia, Brisbane 4067, Australia

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada

Speech Monographs, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash-**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 1892

EC 05 1892 ED N.A.
Publ. Date Win 73 3p.
Boggs, Elizabeth M.
The Rights of the Retarded--Who's Listening?
EDRS not available
Journal of Clinical Child Psychology; V2 N1 P13-15 Win 1973

Descriptors: exceptional child services; handicapped children; mentally handicapped; civil rights; classification; identification; court cases; equal education; legislation; public policy

Differentiation should be made between abridgement of rights due to a mental handicap's (or physical handicap's) inherent nature and abridgement due to arbitrary law, custom, prejudice, or societal failure. Medical and vocational rehabilitative measures have, in the past 75 years, enabled handicapped persons to overcome some of their limitations, and recent legislation has required modification of the public environment (such as architectural barriers). Legal action on behalf of the handicapped, which has received impetus from the Office of Economic Opportunity's legal aid arm, has resulted in many attorneys engaging in public interest law. Court decisions, however, which reflect attorneys' lack of sufficent knowledge about handicapping conditions and also a communications breakdown between attorneys and professionals who serve the handicapped, may have an adverse impact on public policy. Exemplary of societal unawareness is the noninclusion of issues pertaining to rights of the handicapped in the American Civil Liberties Union's anniversary volume on rights of Americans. (MC)

ABSTRACT 2008

EC 05 2008 ED 077 169
Publ. Date (72) 60p.
Wolfensberger, Wolf

Citizen Advocacy for the Handicapped, Impaired, and Disadvantaged: An Overview.
President's Committee on Mental Retardation, Washington, D. C.
EDRS mf,hc
Superintendent of Documents, U. S. Gov't Printing Office, Washington, D. C. (DHEW Publication No. (OS) 72-42 $1.00).

Descriptors: exceptional child services; handicapped children; interpersonal relationship; community programs; adults; citizenship; emotional adjustment; community services; Citizen Advocacy; Daily Living Skills

Discussed in terms of instrumental and expressive functions are citizen advocacy programs for mentally or physically handicapped children and adults. Instrumental functions are defined as meeting the practical needs of everyday life while expressive functions are said to involve an exchange of affection which meets emotional needs. Major types of prevailing protective services (guardianship, adoptive parenthood, conservatorship, and trusts) are described and critiques for impersonality of service, conflicts of interest, and impracticality. Citizen advocacy is defined as the provision of aid in the meeting of instrumental and expressive needs of a handicapped individual by a competent citizen volunteer. Advocacy functions required by handicapped children and adults are compared. Variations of advocacy such as group advocacy, generic advocacy, and crisis advocacy are proposed. A citizen advocacy office at community and state levels is suggested to implement the advocacy concept. Desirable advocate characteristics are said to include the potential for a sustained relationship with the protege and competence in the specific advocacy task. Examples of major advantages of the advocacy schema are a decreased need for professional services and less institutionalization. Current trends emphasizing consumer services, citizen volunteerism, and public disillusion with science and technology are said to make this a propitious time for advocacy programs. Noted are existing programs in Nebraska and Washington. (DB)

ABSTRACT 727

EC 06 0727 ED N.A.
Publ. Date Dec 73 4p.
Wright, Beatrice A.
Changes in Attitudes Toward People With Handicaps.
Rehabilitation Literature; V34 N12 P354-7, 368 Dec 1973

Descriptors: exceptional child education; handicapped children; social attitudes; changing attitudes; trend analysis; public opinion; normalization; regular class placement; social change; civil rights

Public attitudes toward the handicapped have improved since 1950 as reflected in various bills of rights, and actual practice in schools, institutions, and agencies. The civil rights of the handicapped are implicit in the Universal Declaration of Human Rights adopted by the United Nations in 1948 and explicit in more recent bills of rights adopted by various groups for the mentally handicapped or otherwise disabled. Changes in practice are seen in the emphasis on integration of handicapped children into regular programs, the greater involvement of handicapped persons in leadership positions, and the increasing efforts of handicapped individuals to speak out and act on their own behalf. It cannot be assumed, however, that positive trends in attitude changes will continue unless concerned individuals continue to protect and extend recent gains. (DB)

ABSTRACT 827

EC 06 0827 ED N.A.
Publ. Date Sep 73 3p.
Behr, A. L.
New Perspectives on the Education of the Handicapped.
EDRS not available
Phoenix Journal; V6 N3 P10-12 Sep 1973

Descriptors: exceptional child education; handicapped children; normalization (handicapped); foreign countries; Sweden

Discussed is the issue of normalization in the education of handicapped children and youth. Described are Swedish programs designed to maximize integration of the handicapped into normal life by requiring public buildings to be accessible to wheelchairs, establishment of special classes within regular schools, placement of clinics adjacent to regular schools, and provision of adult education services to handicapped adults. Noted is the opinion of South African educators that special schools are most appropriate for handicapped children. (DB)

ABSTRACT 931

EC 06 0931 ED N.A.
Publ. Date Nov 73 14p.
Edelman, Peter B.
The Massachusetts Task Force Reports: Advocacy for Children.
EDRS not available
Harvard Educational Review; V43 N4 P639-52 Nov 1973

Descriptors: exceptional child services; handicapped children; expulsion; social change; educational needs; public policy; change agents; equal education

The principles and tactics used by the Massachusetts Task Force on Children out of School may be useful for groups in other localities. Reformers need to balance humility with a willingness to take risks. Guiding principles the task force followed include identification of the problem, effective leadership, careful choice of issue, a dedicated professional staff, and selection of task force members to include individuals from all parts of the political spectrum. It is usually necessary to begin an investigation with minimal funding. Commitment to follow-up is necessary for implementation of a report's recommendations, though the implementation plan cannot be drawn up at the outset. The report itself begins with vignettes of individual children excluded from school and goes on to documentation of the educational needs of excluded children. Tactics used by the task force include use of the media, litigation, legislation, and administrative negotiation. Groups working for child advocacy in other places need to consider the political realities of their local situation. (For the original task force report see ec 031010.)

ABSTRACT 1372

EC 06 1372 ED N.A.
Publ. Date 73 277p.
Wolfensberger, Wolf, Ed.; Zauha, Helen, Ed.
Citizen Advocacy and Protective Services for the Impaired and Handicapped. .
EDRS not available
National Institute on Mental Retardation, 4700 Keele Street; Kinsmen National Institute On Mental Retardation Building, York University Campus, Downsview, Ontario, Canada M3J1P3 (8.50)

Descriptors: exceptional child educational services; mentally handicapped; child advocacy; volunteers; community services; normalization (handicapped); Nebraska

Presented are 14 articles on the theory and practice of citizen advocacy and other protective services for mentally or otherwise handicapped individuals. Citizen advocacy is explained to be a new alternative protective service which draws upon citizen volunteers to represent the interests of other less competent persons on an individualized and perhaps life-long basis with aid from the resources of public advocacy offices. The first four articles explain the theory and initial implementation of the citizen advocacy schema. Discussed are an overview of citizen advocacy for the handicapped or disadvantaged, the initiation of Nebraska's first two advocacy services, operation of the citizen advocate program in Nebraska, and implementation of citizen advocacy to date. Three articles deal with youth advocacy, the initiation of Nebraska's youth advocacy program, and the current operation of the Nebraska youth advocacy program. Discussed in three papers are miscellaneous technical and background considerations such as the history and present status of protective services, citizen advocacy and the rights of the handicapped, and the role of the volunteer movement in safeguarding the rights of the impaired. Technical guidelines on aspects of dissemination and implementation of citizen advocacy are examined in four papers on the following topics: funding, governance, and safeguards of citizen advocacy services; implementation and operation of citizen advocacy services via committee activism; dissemination and training in citizen advocacy - guidelines and resources; and a process of screening and guidance for citizen advocates. Also included are brief testimonies of advocates and their retarded proteges, and a glossary of terms relevant to citizen advocacy and protective services. (DB)

ABSTRACT 1895

EC 06 1895 ED N.A.
Publ. Date 74 255p.
Love, Harold D.
Educating Exceptional Children in a Changing Society.
Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62717 ($9.75).

Descriptors: exceptional child education; handicapped children; gifted; educational trends; special education; textbooks; regular class placement; normalization (handicapped); social change

The text on exceptional children stresses meeting the child's special learning needs rather than labeling him, keeping more exceptional children in the regular classroom, serving severely handicapped children, and providing quality programs for all children. An introductory chapter examines trends in regular class placement, organizational changes in special education, types of instruction, legal aspects of the handicapped, and increased public awareness. A chapter is given to each of the following handicapping conditions: the mentally retarded, the gifted, the visually disabled, the hearing impaired, the physically handicapped, the socially and emotionally maladjusted, the learning disabled, and the child with special health problems. A chapter on the ecology of the classroom focuses on the need to provide for human diversity within the regular classroom. The final chapter proposes a special education viewpoint which stresses appropriate education for each child in as normal a setting as possible. (DB)

ABSTRACT 2031

EC 06 2031 ED N.A.
Publ. Date Spr 74 8p.
Bush, Wilma Jo
Categories: In Memoriam, But Not Yet.
Journal for Special Educators of the Mentally Retarded; V10 N3 P200-7 Spr 1974

Descriptors: exceptional child education; handicapped children; classification; identification; normalization (handicapped); discrimination (social); discriminatory attitudes (social); models; conceptual schemes

Discussed are reasons for the trend toward declassification of handicapping conditions and offered to assist funding processes and special educators are model classification charts for mental retardation, language and learning disabilities, the emotionally disturbed, and atypical differences in early childhood. Reasons for declassification are given to include consciousness of discriminatory practices, and need for the handicapped to develop a good self concept for later productivity. Reasons for classification are seen to include need of knowledge about intellectual function and conditions by scientists and program planners. The charts contain the following information: type, level of intelligence, incidence, and source of mental retardation; causes, older medical terms, academic areas, and correlates of learning associated with learning disabilities; source, characteristics of problems and types of emotional disturbance; and areas of major special education categories for early childhood. (MC)

ABSTRACT 2086

EC 06 2086 ED N.A.
Publ. Date 74 317p.
Hardy, Richard E.; Cull, John G.
Severe Disabilities: Social and Rehabilitation Approaches.
Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child education; handicapped children; special health problems; epilepsy; diabetes; diseases; rehabilitation; social adjustment; educational needs; counseling; vocational rehabilitation; Severely Handicapped

Considered in 14 author contributed chapters are social, rehabilitation, and educational aspects of severe disabilities. Chapters focus on the following topics (with sample subtopics in parentheses): rehabilitation counseling and the mentally retarded client, epilepsy (including a successful employment program), the cerebral palsied (including incidence, etiology, and rehabilitation), handicapping speech disorders (including rehabilitation resources, counseling, and adjustment), vocational rehabilitation of the blind and severely visually impaired, rehabilitation of the mentally ill, the spinal cord injured patient, the deaf (including education and integration into the community), the diabetic, rehabilitation and cancer, rehabilitation of persons with rheumatoid arthritis, end stage renal failure--considerations for the rehabilitation counselor, pulmonary disability, and how mechanical assistive devices and adaptive behavior can aid in the rehabilitation of severely disabled persons. (DB)

ABSTRACT 2244

EC 06 2244 ED 093 123
Publ. Date 2 Nov 73 35p.
Reynolds, Maynard C.
Criteria in the Public Education of the Severely Handicapped.
EDRS mf,hc
An Address to the Saskatchewan Federation, Council For Exceptional Children, Bessborough Hotel (Saskatoon, November 2, 1973)

Descriptors: exceptional child education; special education; historical reviews; student placement; handicapped children; educational trends; regular class placement; program descriptions; placement; educational needs; Severely Handicapped

Discussed in the speech on criteria in the public education of the severely handicapped are historical developments leading to the current situation, the kinds of developing structurer emerging in special education, the question of criteria and its ramifications, and major tasks to be accomplished. Identified are four historical stages in special education from the organization of residential schools in the 19th century, through the development of a few community prototypes in the early 20th century, and the quantitative explosion of services from 1945 to 1970, to the current period which is seen to be one of negotiation for more integration for exceptional children in both the public schools and the community. Stressed is mainstreaming as the dominant historical trend. Described are four local programs to provide support services to regular teachers whose classes include exceptional children. Five criteria for placement are considered which include the instructional decision being made on evidence of advantage for the individual and not on the institutional difficulties associated with placing the child in the mainstream or another particular setting. Finally, the author expresses his preferences for special education which in-

clude decategorizing both children and teachers so that the highly competent 'special educator' would receive funding and children would receive individualized instruction based on educational needs rather than handicapping condition. (DB)

ABSTRACT 2381

EC 06 2381 ED N.A.
Publ. Date Jun 74 8p.
Laski, Frank
Civil Rights Victories for the Handicapped-II.
Social and Rehabilitation; V1 N6 P25-32 Jun 1974

Descriptors: exceptional child education; handicapped children; civil rights; legislation; court cases; vocational rehabilitation; program development; public education; institutions; normalization (handicapped); child development; agencies; change agents; equal education; legal responsibility; Rehabilitation Act of 1973

A follow-up to Part 1 (EC 062186), which reviewed legal action on behalf of handicapped persons, Part 2 explores the impact of such legal action on vocational rehabilitation (VR). Discussed briefly are recent examples of state level legislation such as in Massachusetts and Indiana, and federal level actions such as The Rehabilitation Act of 1973 and proposed amendments to the Civil Rights Act of 1964 to protect the handicapped from discrimination. Considered are programatic implications of right to education and treatment suits on changes in caseload characteristics of cooperative educational-vocational rehabilitation programs, the shifting of responsibility for VR to public education systems, the development of minimal standards in VR cooperative programs with mental hospitals and schools, and the opportunity for rehabilitation agencies to affect reforms in institutions for the mentally ill or retarded. The significance of two theoretical constructs, the developmental model of disability and the principle of normalization, as bases for development of legal theories to protect the rights of the handicapped is pointed out. Emphasized is the potential of rehabilitation clients to affect the operation of VR agencies through requests for case hearings and development of individual contractual plans between counselors and clients. Predictions are made as to the evolution of rights for the handicapped through definition of existing statutory rights, expansion of rights in other areas, and enactment of new rights. (LC)

ABSTRACT 2411

EC 06 2411 ED 093 141
Publ. Date 74 73p.
Mann, Philip H., Ed.
Mainstream Special Education: Issues and Perspectives in Urban Centers.
Miami Univ., Coral Gables, Fla.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
OEG-0-72-3999(609)
EDRS *mf*, hc
Proceedings of the University of Miami Conference on Special Education in Great Cities
Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 $3.50 for Single Copy, 10% Off for 2 to 9 Copies, 20% Off for 10 or More Copies.

Descriptors: exceptional child education; institutes (training programs); urban education; program descriptions; teacher education; handicapped children; conference reports; normalization (handicapped); regular class placement; career education; classification; interagency cooperation; cooperative programs; equal education

Provided are 19 presentations made to 200 participants in a conference on issues of mainstreaming, career education, and teacher education programs for urban handicapped children. Noted are four conference objectives such as improving communication within states between educational agencies and large city special education (SE) personnel. Discussed are SE in cities, and procedures for planning the conference. Three papers address the issues of a right to education for all exceptional children, training needs of regular educators, and the three D's (decategorization, declassification, and desegregation). Commented on in three papers are labeling and categorization, definitions and classification, and labeling and minority groups. The following are among seven educational agency projects and cooperative programs described: the Maryland design for SE services, Portland's public school prescriptive education program, East Cleveland's program for urban education, the Houston plan for retraining regular class teachers, the school/university teacher training program in Madison, and a California model for development centers. Discussed in five presentations are university teacher education programs which focus on the following areas: training of regular teachers in learning disabilities, computer assisted renewal education, training of regular teachers in SE, a clinical teacher model for interrelated SE areas, and programed environments for the mentally retarded. Future SE projects are reviewed in relation to a national technical assistance system. Reported is favorable evaluation by participants. (MC)

ABSTRACT 2645

EC 06 2645 ED N.A.
Publ. Date Jul/Aug 74 3p.
Pieper, Elizabeth
Toward Real Integration.
Exceptional Parent; V4 N4 P5-6, 8-10 Jul/Aug 1974

Descriptors: exceptional child education; handicapped children; public education; discriminatory attitudes (social); educational needs; educational television; public schools; role perception; classification

It is important that educators, parents, and normal children learn about handicapping conditions if myths about the disabled are to be dispelled. Although public television programs have offered some programs on handicapped individuals, the public schools have failed to utilize children's natural curiosity to educate about specific disabilities. What is needed are programs which emphasize the handicapped child's similarity to normal children, which call upon handicapped individuals for demonstrations of aids and explanations of problems, and which incorporate curricula and instructional materials showing what handicapped people can do and what others can do to help them enjoy their human and civil rights. (GW)

ABSTRACT 2730

EC 06 2730 ED N.A.
Publ. Date 74 30p.
Lauber, Daniel; Bangs, Frank S. Jr.
Zoning for Family and Group Care Facilities.
American Society of Planning Officials, 1313 East 60th Street, Chicago, Illinois 60637 ($6.00).

Descriptors: exceptional child services; emotionally disturbed; mentally handicapped; physically handicapped; community services; group living; family environment; zoning; facilities; legal problems; court cases; state legislation; agency role; social attitudes; public opinion

Zoning for family and group care facilities is discussed in regard to the nature of family and group care facilities, current zoning provisions, pertinent court decisions, and recommendations for improved zoning regulations. Explained are the current trend in mental health services toward community care, the role of family and group care facilities as transitional residences and as alternatives to institutional living, the size and nature of currently available facilities, and survey results showing negative public attitudes to be a result of lack of knowledge and fear of the stereotypes. The following features of current zoning treatment are examined: the definition of a family, permitted locations, the planning agency's role, and the geographical concentration of facilities. A review of regulatory obstacles, federal and state court decisions, and regulatory treatment of residential facilities as special or conditional uses, is reported to show that the courts will generally allow the establishment of such a facility if it can be shown that the character of the neighborhood will not be altered as a result. Recommendations are provided concerning basic principles for zoning treatment of family and group care facilities, definitions, licensing, location, special use permit criteria, other zoning concerns, and the state's role. (GW)

ABSTRACT 2814

EC 06 2814 ED N.A.
Publ. Date Mar 74 2p.
Grabowsky, Joseph
In the Meantime.
Parents Voice; V24 N2 P10-1 Mar 74

Descriptors: exceptional child education; handicapped children; discriminatory attitudes (social); student attitudes; changing attitudes; elementary school students; peer acceptance; identification; classification; Labeling

Suggestions for attacking the problem of labeling while a more humane terminology is developed are discussed. Information is given on advantages of including handicapped characters in children's books. A successful program which 'handicapped' normal elementary school children for a day to acquaint them and their schoolmates with the experiences of the handicapped is explained. (MYS)

ABSTRACT 2825

EC 06 2825 ED N.A.
Publ. Date 72 147p.
Hermelin, R., Ed.
Teaching the Handicapped Child: Report of the International Conference.
The College of Special Education, London, England. National Council for Special Education, 17 Pembridge Square, London W2 4EP.

Descriptors: exceptional child education; handicapped children; special education; conference reports; equal education; vocational education; foreign countries; learning disabilities; physically handicapped; goal orientation; evaluation; infancy; educational programs; language development; institutionalized (persons); neurologically handicapped; social development; curriculum development; deaf; speech therapy; educational technology; educational planning; autism; normalization (handicapped); Japan; Canada

Sixteen presentations are compiled from the international conference on teaching handicapped children held in 1971 under the auspices of the European Association for Special Education. Papers address the following topics: a universal right to education; employment and social integration for the handicapped child who leaves school; learning handicaps in the physically disabled; special education in Japan; standards for educators of exceptional children in Canada; general and specific deficits; goal analysis, construction and evaluation; and compensatory education in the infant school. Other addresses focus on such issues as: language of the neurologically impaired child; construction of a social learning curriculum; teaching and learning of mentally handicapped children; language development of young children in residential care; procedures for conditioning deaf infants with speech training machines; planning and evaluation of special education; studies with autistic children; and the integration of special education. (GW)

ABSTRACT 2925

EC 06 2925 ED N.A.
Publ. Date Jul 74 6p.
Justice, Wanda P.
Serendipity--Integrated Summer Preschool Program.
Deficience Mentale/Mental Retardation; V24 N3 P4-9 Jul 74

Descriptors: exceptional child education; handicapped children; preschool children; summer programs; early childhood education; foreign countries; program descriptions; normalization (handicapped); regular class placement; Canada

Twenty-four children in 1972 and 26 children in 1973 were enrolled in a summer preschool designed to demonstrate the feasibility of a program in which approximately half of the children were handicapped by cerebral palsy, autism, brain damage, Down's Syndrome, or speech and behavior problems. In 1972 the program was staffed by six teachers, a coordinator, and volunteers; in 1973, by six students and one qualified teacher and preschool supervisor. Regional Canadian Associations for the Mentally Retarded sponsored the program which was structured according to the following areas: an art room; a quiet room supplied with books, a story teller, a science corner, puzzles, and handicraft materials; a music room; and a playground. Field trips were undertaken frequently. Children, who ranged from gifted to severely handicapped, chose activities and companions primarily on the basis of individual style rather than on factors of intelligence, sex, handicap, or age. (GW)

ABSTRACT 2929

EC 06 2929 ED N.A.
Publ. Date Jul 74 5p.
Korn, Max
The Integration of Handicapped Children With Non-Handicapped Children in a Municipal Day Care Centre.
Deficience Mentale/Mental Retardation; V24 N3 P26-30 Jul 74

Descriptors: exceptional child education; handicapped children; normalization (handicapped); child care centers; preschool children; program descriptions; regular class placement; case studies; inservice teacher education

Discussed are efforts made at a Canadian municipal day care center to gradually increase the integration of handicapped students into regular class programs. A teacher training program is reported in which teachers were instructed in the needs and potentials of handicapped children, the principle of normalization, and the concept of a continuum of integrative activities. Included is the case study of a 4 1/2-year-old boy whose integration into the regular class resulted in greatly improved verbal performance. The program is supported in so far as it provides handicapped children with normative peer models and allows normal children to become acquainted with individual limitations. (GW)

ABSTRACT 294

EC 07 0294 ED 098 736
Publ. Date 73 7p.
Gorelick, Molly C.
Are Preschools Willing to Integrate Children with Handicaps? Careers in Integrated Early Childhood Programs.
California State Univ., Northridge, Preschool Laboratory, Home Economics Dept.
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc
Descriptors: preschool education; regular class placement; surveys; normalization (handicapped);

A questionnaire was sent to 230 private nursery schools in Northwest Los Angeles County to determine the schools' willingness to enroll children with handicaps. Of the 72 schools that responded, 60 were agreeable to having children with handicaps referred to them, 27 had children presently attending with physical handicaps and 17 had children with mental handicaps. Reasons cited for not accepting handicapped children were lack of trained staff (29 schools), inappropriate facilities (15), and lack of appropriate license (10 schools). Respondents were most willing to accept partially deaf children and least willing to accept severely mentally retarded children. (LS)

ABSTRACT 419

EC 07 0419 ED N.A.
Publ. Date Fal 74 14p.
Seidl, Frederick W.
Community Oriented Residential Care: The State of the Art.
Child Care Quarterly; V3 N3 P150-63 Fal 1974
Descriptors: exceptional child services; handicapped children; institutionalized (Persons; community role; normalization (handicapped) community services; community cooperation; literature reviews; program development; innovation;

One major trend in residential care institutions has been a move toward community oriented care, which is characterized by such features as use of community persons for new and adjunctive services and programs within the institution, and encouragement of children to participate in the community's educationl, recreational, and religious activities. One measure of the degree to which an institution is community oriented is the degree to which the board of the institution represents the interests of the residents, including social class and ethnic interests. Recent literature on the role of parents in the residential care of their children suggests that the maintenance of such stable relationships may be an important factor in outcome, and that parent participation may prevent their attempts to sabotage staff efforts. Literature also indicates such alternatives to the natural family as foster grandparent programs and visiting home programs. Professionals have been ambivalent about the use of public off-campus schools due to lack of knowledge of institution-school relationships. Certain programs have achieved a community orientation by simulating the external community internally, including a women's reformatory and European children's villages. Ways of involving the institution in the community include the formation of service committees, offering the community use of institutional facilities, and providing professional services to the community in areas in which institutional personnel are competent. (For a related document, see 070420.) (GW)

ABSTRACT 482

EC 07 0482 ED 098 760
Publ. Date 4 Apr 74 20p.
Smith, Benjamin F.
Potentials of Rubella Deaf-Blind Children.
EDRS mf,hc

Descriptors: multiply handicapped; deaf blind; expectation; aptitude; rubella; exceptional child education; mentally handicapped; facilities; skill development; communication skills; daily living skills; social relations; visually handicapped mobility; visually handicapped orientation; vocational aptitude; Severely Handicapped;

Potentials of three classifications of Rubella deaf blind children are discussed. Potentials for children at the middle trainable level and below are discussed for the areas of communication skills, daily living skills, mobility and orientation, vocational effort, and self control and social interaction. For children in the upper trainable through lower educable level, consideration is given to potentials in communication skills, independent daily living skills, mobility and orientation, vocational effort, and social interaction and recreational skills. Potentials for middle educable and above children are discussed for the areas of communication skills, independent daily living skills, mobility and orientation, vocational training and social interrelationships and recreation. Attention is given to types of facilities and resources to meet needs of deaf blind persons as adults. The role of the general public is considered. (MYS)

ABSTRACT 935

EC 07 0935 ED N.A.
Publ. Date Nov/Dec 7 6p.
Brickey, Michael
Normalization and Behavior Modification in the Workshop.
Journal of Rehabilitation; V40 N6 P15-6 41 44-6 Nov/Dec74

Descriptors: exceptional child education; handicapped children; vocational rehabilitation; workshops; rehabilitation programs; behavior change; operant conditioning; normalization (handicapped); staff role;

Discussed is the application of behavior technology and normalization concepts in workshops and rehabilitation centers. Basic principles of behavior modification and normalization theory are explained. Suggestions for improving the current workshop model include making the training situation resemble the terminal behavior (employment) as closely as possible (such as by location of work stations in the community); clearly identifying and systematically changing the behaviors that render the client unemployable (through training in areas such as interviewing for a job and use of reinforcement); and keeping behavioral data (using suggested instruments and graphs). Also discussed are workshop program components (such as skill training) and supervisory staff roles. (LS)

ABSTRACT 1491

EC 07 1491 ED N. A.
Publ. Date 73 32p.
Gordon, Sol
On Being the Parent of a Handicapped Youth.
Ed-U Press, 760 Ostrom Avenue, Syracuse, New York 13210 ($1.00)

Descriptors: exceptional child education; handicapped children; adolescents; young adults; parent role; normalization (handicapped); child rearing;

The booklet for parents of handicapped adolescents and young adults uses a question and answer format to provide information on the following topics: vocational rehabilitation agencies, appropriate activities for the handicapped, television and leisure time activities, driving an automobile, psychotherapy, sex, guilt over thoughts and fantasies, repetitious behaviors, resentment of siblings, stimulating an interest in learning, employment and living away from home, marriage for the handicapped, socialization groups and organizations, interaction with handicapped vs. normal peers, pets, getting away from home, and the role of parents. (DB)

ABSTRACT 1942

EC 07 1942 ED 104 082
Publ. Date Feb 73 37p.
Tinsley, Diane J. and Others
The Identification of Problem Areas in the Establishment and Maintenance of Community Residential Facilities for the Developmentally Disabled. Working Paper No. 64.
Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.
EDRS mf;hc

Descriptors: residential programs; community programs; administrative problems; exceptional child research; handicapped children; residential care; normalization; legislation; financial support; standards; staff role; program evaluation; workshops; developmentally disabled;

The Rehabilitation Research and Training Center in Mental Retardation (University of Oregon) conducted a short-term workshop in which participants divided into four small groups identified problem areas in the establishment and maintenance of community residential facilities for the developmentally disabled. Of the 27 workshop participants, 15% were currently operating a community residence for the developmentally disabled, 74% were state administrators involved in developing community residential programs, and 11% were involved in planning and program development at the national level. Most of the problem statements generated by the four groups were clustered into the following major problem areas: normalization, legislation, funding, standards, client programing, staff, evaluation, and supportive services. (The problem area and rank order of each problem statement generated by the four groups are appended). (LS)

ABSTRACT 2000

EC 07 2000 ED 104 092
Publ. Date Dec 74 60p.
Geddes, Dolores
Integrating Persons with Handicapping Conditions into Regular Physical Education and Recreation Programs.
American Association for Health, Physical Education, And Recreation, Washington, D. C.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf;hc
OEG-0-72-5454-233563

Descriptors: handicapped children; physical education; literature reviews; regular class placement; bibliographies; exceptional child education; recreation; research reviews (publications); normalization (handicapped); public schools; camping; community programs; educational programs; changing attitudes; abstracts;

Presented is an analysis of selected research and program literature which is coordinated with an extensive reference list on the integration of the handicapped into regular physical education (PE) and recreation programs. Included are statements on mainstreaming in public school PE, athletic, and intramural programs; community recreation programs; and camp situations; as well as curriculum or model program descriptions for the regular classroom and descriptions of the attitudes of handicapped participants, their peers, and program personnel in integrated situations. Each statement is followed by a discussion subsection and ideas about future needs. The major portion of the document is devoted to a list of 144 references on integration in the regular classroom and in PE and recreation programs. References are generally listed alphabetically by author or source and usually contain titles, publication date, and an abstract describing the contents. Also provided is a list of five films (with descriptive information) and a topic index for the reference lists. (Author/LH)

ABSTRACT 2223

EC 07 2223 ED 104 109
Publ. Date 74 6p.
Unit of Training Involving Handicapped Scouts: Scoutmaster's Guide. (Adult Leader Development).
Boy Scouts of America, New Brunswick, N. J.
EDRS mf; hc
For Related Information, See E C 032628, EC 032628, EC 032681, EC 061029, EC 61260, EC 072222, EC 072224, and EC 072225.
Boy Scouts of America, New Brunswick,Nj (No. 6558, $.30)

Descriptors: handicapped children; normalization (handicapped); group discussion; teaching guides; recreational programs; exceptional child education; sensory training; national organizations; peer acceptance; males; boy scouts of america;

Described in the Scoutmaster's Guide are discussion topics and sensory awareness activities to be used by adult leaders in helping Boy Scouts to understand and involve handicapped peers in troop activities. Among suggested activities for a troop development session are discussions of the five senses and of similarities between handicapped and nonhandicapped boys. (LH)

ABSTRACT 2256

EC 07 2256 ED N. A.
Publ. Date 75 91p.
Belina, Virginia Sweet
Planning for Your Own Apartment.
Fearon Publishers, Inc., 6 Davis Drive, Belmont, California 94002 ($3.00; $2.25 School Price)

Descriptors: exceptional child education; handicapped children; daily living skills; textbooks; home economics; guidelines; housing needs; home furnishings;

Designed for high school students with special needs, the textbook/workbook on apartment living includes guidelines for selecting an apartment, furnishing an apartment, planning budgets and sharing expenses, decorating an apartment and sharing responsibilities. Included are instructions for reading advertisements and lists of relevant features such as closet space, lease agreements, and security deposits. Directions for room by room planning for furnishings are given, along with advice on shopping for furniture and alternative means of paying for furniture and alternative means of paying for furniture. Items that should be included in a budget are identified, such as rent, utilities bills, phone bills, clothes and transportation costs, and criteria for deciding which expenses ought to be shared are provided. Tips on furniture arrangements suggest such precautions as making sure that the room remains easy to walk through. Conversations are transcribed to illustrate constructive ways for planning for sharing of responsibilities. (GW)

ABSTRACT 2386

EC 07 2386 ED N. A.
Publ. Date 74 142p.
Holland, Joanne F., Ed.
Operating Manual for Residential Services Personnel.
Ohio State University, Columbus: Nisonger Center for Mental Retardation and Developmental Disabilities; 1580 Cannon Drive, Columbus, Ohio 43210 ($4.00)

Descriptors: exceptional child services; residential programs; staff role; program planning; guidelines; administration; emergency programs; medical treatment; nutrition; legal responsibilities; daily living skills; speech skills; language development; cognitive development; interpersonal competence; leisure time; sexuality; inservice training; Developmentally Disabled; deinstitutionalization; mentally handicapped; cerebral palsy; epilepsy;

The handbook incorporates individually written articles on the administration of group homes for developmentally disabled persons, on programing for residents by residential services personnel, and on emergency procedures relevant to residential operation or administration. Eight articles on the administration of group homes focus on the following topics: a historical review of residential alternatives, the group home model, the role of a group home administrator, training and orientation of the group home staff, development of a placement plan, support of natural parent involvement, supervision of group home staff, and medical management of the developmentally disabled. The following subjects are dealt with in 16 articles on programing by residential services personnel: responsibilities of house parents; basic facts about mental retardation, cerebral palsy, and epilepsy; the dynamics of mental retardation and developmental disabilities; self help skills training; speech and language; intellectual development; the role of houseparents in the sociosexual development of residents; developing social competence; recreation and leisure; common health problems among the developmentally disabled; dental care; nutrition; legal responsibilities of employees of residential care facilities; and home training consultant services in Ohio. A final section on emergencies contains discussions of emergency information and procedures such as a fire evacuation plan; release forms for such matters as medical services and photo releases; an article on some of the medical emergencies of which foster and house parents should be aware; and a drug chart. (GW)

ABSTRACT 2555

EC 07 2555 ED N. A.
Publ. Date Apr 75 4p.
Park, Leslie D.
Barriers to Normality for the Handicapped Adult in the United States.
Rehabilitation Literature; V36 N4 P108-11 Apr 1975

Descriptors: handicapped children; adults; normalization (handicapped); exceptional child services; success factors; failure factors; United States;

The author discusses the following barriers to the normalization of handicapped adults in the U.S.: a confused value system on the part of a confused government according to which, for example, achievement by the handicapped is almost always totally related to having a job or working; lack of mobility; the lack of an entry system for adolescents into the world of work; and the lack of implemented technology for handicapped persons. The following ways are suggested as means of removing the barriers: development of model programs that indicate where government funds could best be spent; awareness of religion as a primary motivating factor that might be part of rehabilitation programs; development of a clear philosophy about education and rehabilitation; and behavior on the part of handicapped persons that will make it easier to for the next generation of handicapped persons to be accepted. (GW)

ABSTRACT 2556

EC 07 2556 ED N. A.
Publ. Date Apr 75 5p.
Baker, Frances Mercer; And Others
Denormalizing Practices in Rehabilitation Facilities.
Rehabilitation Literature; V36 N4 P112-5 119 Apr 1975

Descriptors: handicapped children; rehabilitation programs; normalization (handicapped); exceptional child services; residential programs; delivery systems; identification; classification; building design; architecture;

Dehumanizing practices in rehabilitation facilities are described and attributed to the failure to establish a normalization principle as the ideological base for human management services. Examined are dehumanizing practices related to identification and labeling of individuals; service delivery systems within facilities, and the physical structure and location of facilities. For example, it is suggested that the practice of building dormitory facilities directly adjacent to or in the rest of the physical facility has denormalizing effects because it prevents residents from learning to use public transportation systems and other facets of normal living. (GW)

ABSTRACT 2823

EC 07 2823 ED N. A.
Publ. Date May 75 7p.
Soeffing, Marylane
Families for Handicapped Children: Foster and Adoptive Placement Programs.
Exceptional Children; V41 N8 P537-43 May 1975

Descriptors: handicapped children; adoption; foster children; community programs; normalization (handicapped); exceptional child services; severely handicapped; program descriptions; social services; family counseling; Deinstitutionalization;

Described are 13 programs which promote adoptive and foster home placement and, in some instances, support for the natural families of handicapped children. These programs are seen to be affected by recent trends toward normalization, deinstitutionalization and more adequate programing for the severely handicapped. Included in the descriptions are programs based in hospitals, institutions, community agencies, child welfare departments, and a national clearinghouse. The article lists addresses of agencies and persons to contact for further information. (CL)

ABSTRACT 2969

EC 07 2969 ED N. A.
Publ. Date Spr 75 5p.
Kinkaide, Perry S.
Normalization and the Handicapped.
Mental Retardation Bulletin ; V3 N1 P128-32

Descriptors: exceptional child services; handicapped children; normalization (handicapped); community attitudes; foreign countries; civil liberties; Canada;

The implications of normalization for the handicapped are discussed. Described is the humanistic view of the normalization ideology which stresses handicapped persons' rights, including the right to equal access to community services, to sustain family ties while remaining in the community, and to have the opportunity to participation in planning and regulating their own activities. Canadian programs which demonstrate normalization principles are cited. (CL)

ABSTRACT 3065

EC 07 3065 ED N. A.
Publ. Date Spr 75 6p.
Bidgood, Frederick E.

Sexuality and the Handicapped.
Journal for Special Educators of the Mentally Retarded; V11 N3 P199-203, 208

Descriptors: exceptional child services; handicapped children; sexuality; discriminatory attitudes (social); social adjustment; self concept; normalization (handicapped); psychological needs;

Considered are the development of the handicapped person's sexual self concept and the professional's role in providing opportunities for sexual expression and relationships. It is explained that society has traditionally repressed sexual expression among the disabled, and that professionals must work for social acceptance of the sexual nature of this population. (CL)

ABSTRACT 3197

EC 07 3197 ED N. A.
Publ. Date Jun 75 15p.
Maier, Henry W.
Learning to Learn and Living to Live in Residential Treatment.
Child Welfare ; V54 N6 P406-420

Descriptors: exceptional child education; handicapped children; group living; child care occupations; role perception; residential programs; interpersonal relationships;

Interpersonal and organizational underpinnings of group living in residential programs are explored, and group living is analyzed as an arena for practicing with life's demands. It is suggested that it is interpersonal involvement and experiences on the part of children and child care workers that are more important than other components of group living such as conditioned behavior or insight into fears and anger. A rehearsive approach in group living is explained in which group life expectations are appraised both for their effectiveness inside institutions as well as their linkages to potential noninstitutionalized life requirements. Ways in which the efforts of child care workers are shaped by organization policies, structures, and resources are examined. (GW)

ABSTRACT 3211

EC 07 3211 ED 108446
Publ. Date 73 55p.
Marr, Howard J.
A Model Program for Diversely Handicapped Children (Preschool).
Nevada State Dept. of Education, Carson City.
Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf;hc

Descriptors: severely handicapped; readiness (mental); self care skills; educational programs; normalization (handicapped); exceptional child education; multiply handicapped; kindergarten; demonstration projects; program planning; delivery systems; student teacher ratio; staff role;

Described is a model program for developing the educational readiness and self help skills of severely handicapped kindergarten and preschool children with a wide range of physical, mental, neurological, or sensory deficits. It is explained that the program should provide heterogeneous grouping, individualized instruction, door to door transportation, and parent education. A major program goal is normalizing the child's functioning to facilitate subsequent placement in existing regular or special education classes. Three service delivery levels (optimum, basic, and minimal) are discussed in regard to teacher-pupil ratio, physical plant, materials and equipment, and the roles of supporting staff members (including social workers, psychologists, and occupational and physical therapists). Also considered are problems and solutions experienced by staff members at the Variety School for Special Education (Las Vegas) in such areas as ongoing assessment and the provision of direct and supportive services. Appendixes contain a detailed individual program profile for a student with multiple congenital anomalies and sample questions from a parent attitude and behavior inventory. (LH)

ABSTRACT 3405

EC 07 3405 ED N. A.
Publ. Date 1qtr75 37p.
Hammerman, Susan, Ed.; Duncan, Barbara, Ed.
Barrier Free Design: Report of the United Nations Expert Group Meeting.
International Rehabilitation Review; V26 N1 P1-36

Descriptors: exceptional child services; handicapped children; conference reports; architectural barriers; environmental influences; legislation; normalization (handicapped); building design; design needs; international organization; foreign countries; transportation; United Nations;

Presented is the report of the United Nations Expert Group Meeting (New York, 1974) on barrier-free design for handicapped persons. The report considers the following topics: the elimination of architectural barriers in public buildings and facilities (including recommendations for establishing standards for corridor and entrance specifications); architectural barriers in housing (including descriptions of residential programs in Sweden and the Netherlands); architectural barriers affecting special groups of the disabled (including a chart depicting 14 principal disabling conditions and their effect on mobility); barriers impeding the disabled in the use of transportation (including descriptions of adapted buses and accessible airports); and legislation concerning architectural and environmental barriers. Listed among the group's conclusions and recommendations is the need for international guidelines on barrier-free design. Included in the five appendixes are a chart specifying the norms in 17 countries of accessibility for disabled persons, and a checklist for planning a barrier-free urban environment. (CL)

ABSTRACT 3531

EC 07 3531 ED N. A.
Publ. Date Sun 75 6p.
Thompson, Marie M.
Testimony of Marie McGuire Representing The National Association of Housing and Redevelopment Officials before the Architectural and Transportation Barriers Compliance Board. Chicago, Illinois, June 10, 1975 (Edited Version)
Journal of Applied Rehabilitation Counseling; V6 N2 P114-119

Descriptors: exceptional child services; handicapped children; building design; architectural barriers; design needs; housing needs; normalization (handicapped);

Presented is the edited testimony of a member of the National Association of Housing and Redevelopment Officials before the Architectural and Transportation Barriers Compliance Board regarding the development of appropriate housing for handicapped persons. Among reasons cited for lack of progress are income restrictions for public housing, and lack of cooperation between housing and service professionals. Set forth are nine recommendations, including development of demonstration housing and services programs with joint participation by the departments of Health, Education, and Welfare and of Housing and Urban Development. (CL)

ABSTRACT 3554

EC 07 3554 ED 112532
Publ. Date Aug 74 90p.
Braddock, David L.; Sosowsky, Larry
Trend Analysis of Administrative Documents Pertinent to the Community Alternatives and Institutional Reform Planning Grant Program. A Report to the US Department of Health, Education and Welfare.
The Council for Exceptional Children, Reston, Va. Program for the Analysis of Deinstitutionalization Resources.
President's Committee on Mental Retardation, Washington, D. C.
University of Oregon, Eugene. Rehabilitation Research And Training Center in Mental Retardation.
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf;hc

Descriptors: handicapped children; trend analysis; state survey; exceptional child research; surveys; residential programs; community resources; state programs; state legislation; Deinstitutionalization; Developmental Disabilities;

To identify trends in institutional reform and deinstitutionalization of the developmentally disabled, 34 administrative documents emanating from a federally funded planning grant program were examined. Documents were gathered in response to a survey letter to state Developmental Disabilities Councils, and fact sheets summarizing the documents were prepared. A comparison technique evaluated the presence of legislative, organizational, budgetary, and client-centered trends. Data produced such recommendations as the need in Alaska and Minnesota for public information about available community services, and in Michigan and Vermont for community mental health centers to assume responsibility for providing community based services.

Also identified were critical deficiencies impeding deinstitutionalization (including lack of alternative residential services) and institutional reform (such as insufficient public funding). (Included in three appendixes are state document fact sheets.) (For related information, see EC 07 3555 and EC 07 3556.) (CL)

ABSTRACT 3817

EC 07 3817 ED 112592
Publ. Date Sep 74 70p.
Lavine, Eileen M., Ed.
Proceedings of National Conference on Housing and the Handicapped.
Goodwill Industries of America, Inc., Washington, D. C.
Social and Rehabilitation Service (DHEW), Washington, D. C. Division of Developmental Disabilities.
EDRS mf;hc
Health and Education Resources, Inc., 9650 Rockville Pike, Bethesda, Md 20014 ($2.00 Prepaid)
September, 1974, Houston, Texas.

Descriptors: handicapped children; conference proceedings; housing; physical environment; exceptional child services; adjustment (to environment); housing deficiencies; models; psychological needs; discriminatory attitudes (social); normalization (handicapped); conceptual schemes;

Presented are proceedings from the first National Conference on Housing and the Handicapped (Houston, 1974) sponsored by Goodwill Industries to develop methods for improving housing facilities for the handicapped. E. Noakes's paper deals with such basic housing needs as homes planned for independent living to which services can be delivered and homes planned for congregate living with appropriate services provided inhouse. Responses to the topic from E. Weinrich and R. LaPierre cite prejudicial attitudes as major problems for the handicapped. Provisions of the Housing and Community Development Act of 1974 are related to the needs of the handicapped by M. Jackson, and responses to his address are given by L. Kirk and K. Arneson. Alternate housing models are reviewed, including programs in Fall River, Massachusetts, and Fargo, North Dakota. P. Roos proposes principles for normalizing the housing for handicapped people, including providing a range of options and minimizing obstacles. E. Fiorito and M. Thompson suggest ways to achieve the goal. Considered by J. Shover are responsibilities of public and private organizations in providing housing, and comments regarding her presentation are offered by C. Gueli and E. Leonard. Listed are recommendations adopted by four conference discussion groups. In the concluding address, A. Adams calls for a coalition to develop a national housing strategy. Included in four appendixes are a list of conference participants and special provisions for the handicapped, disabled, and elderly in the Housing and Community Development Act of 1974. (CL)

ABSTRACT 3842

EC 07 3842 ED N. A.
Publ. Date 75 131p.
Vass, James B.
Architectural Considerations for Humanization.
Capital Development Board, Third Floor, State Office Building, 401 S. Spring St., Springfield, Il 62706

Descriptors: exceptional child services; handicapped children; mentally handicapped; emotionally disturbed; mentally ill; childhood; adolescents; adults; architecture; building design; design needs; guidelines; environmental influences; professional associations; normalization (handicapped); institutional environment;

In the document, a task force on architectural considerations for humanization sets forth standards for the normalization of existing residences of mentally retarded, developmentally disabled, and mentally ill persons of all ages. Reviewed are recommendations for major building components (such as wall construction, floors, windows, doors, plumbing, furniture, and space design) in the multipurpose, dining, bedroom, bathroom, and staff areas. Standards are presented for a variety of facilities (including skilled nursing residences), and for differing age ranges and handicapping conditions. (CL)

ABSTRACT 1503

EC 05 1503 ED 074 666
Publ. Date Apr 73 6p.
Rice, J. Douglas; Milligan, Tim
A Structured Approach to Independent Living Training for Young, Multiply Handicapped, Deaf Adults.
Journal of Rehabilitation of the Deaf; V6 N4 P38-43 Apr 73

Descriptors: exceptional child education; multiply handicapped; aurally handicapped; deaf; adolescents; young adults; program descriptions; rehabilitation programs; personal adjustment; Daily Living Skills

Described is a project to provide a structured rehabilitation approach to independent living and personal adjustment training for young, multiply handicapped, deaf adults. Admission criteria include a minimum age of 16 years, non-functional hearing, and low reading achievement. Personal adjustment training includes instruction in communication skills, academic subjects, hygiene, grooming, and interpersonal relationships. A client in the independent living curriculum would typically be evaluated by the Project staff, be scheduled for about 15 hours of classroom instruction in personal adjustment as well as vocational training, be assisted financially and practically in the selection and setting up of housekeeping in an apartment, be aided by staff visits during the early stages of independent living, and participate in a periodic seminar of clients on independent living. Conditions for termination of a client's involvement with the program include successful completion of the program or referral to other facilities. (DB)

ABSTRACT 609

EC 06 0609 ED 084748
Publ. Date Jun 73 58p.
Hughes, Stephen G.
Student Residence Hall Life: A Review of Literature, Research, and Experience Pertinent to Planning Residence-Based Programs for Post-Secondary Deaf and Hearing Students.
National Technical Inst. for the Deaf, Rochester, N.Y.
EDRS mf,hc

Descriptors: exceptional child education; aurally handicapped; residential programs; universities; research reviews (publications); college students; technical education; residential schools; peer relationship; student behavior; student school relationship; staff role; identification (psychological); National Technical Institute for the Deaf

Reviewed in the paper are studies on college and university living, facts and proposals from persons cognizant of residential living, and information about present residential accommodations of students at the National Technical Institute for the Deaf (NTID). Given as the aim of the paper is collecting previously unknown data about housing of deaf students before NTID residential facilities are completed. Students in residence halls are said to engage in self selection of peers and to exhibit seemingly inappropriate changes of life style in their search for identity. It is maintained that manipulative procedures such as having a residence hall serve in loco parentis have been only moderately effective and tend to inhibit the self deterministic peer process. Residence hall potential for formal and informal activities of students and to provide staff that function as a common ground between the institution and student needs. The residence hall is seen as realistically contributing to the peer process and to educational goals when it is based on the living learning center concept. The concept is discussed in terms of integration of all activities and assimilation of deaf and hearing students into a common peer culture through the use of trained student personnel as staff members. Questions related to student life in residence halls based on the concept revolve around the extent of academic input required, an arrangement between the residence hall and the physical education department to provide recreational and competitive activities, and a reallocation of professional and administrative responsibilities. (MC)

ABSTRACT 943

EC 06 0943 ED 085 955
Publ. Date Oct 73 414p.
Trudeau, Elaine, Ed.; Bolick, Nancy, Ed.
Digest of State Laws and Regulations for School Language, Speech, and Hearing Problems.
State-Federal Information Clearing House for Exceptional Children, Arlington, Va.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
EDRS mf,hc
OEG 0-9-302169 - 4324 (607)

Descriptors: exceptional child education; speech handicapped; aurally handicapped; state legislation; equal education; language handicapped; legal responsibility; civil rights; demography; identification; administrator role; educational planning; financial support; administrative organization; professional personnel; teachers; facilities

Summarized in the digest are state laws and regulations relating to educational programs for children with speech, hearing and language problems. It is recommended that the digest be used in conjunction with model regulations developed by the American Speech and Hearing Association to serve the following purposes: to facilitate better understanding of legal language and the structure governing education of speech, hearing, and language handicapped children in each state; to serve as a basic reference for individuals seeking alternative legal patterns or conducting related research; and to provide a means for states to evaluate and compare their statutes and regulations with statutes and regulations in other states. Given is a descriptive overview of information within 11 subject categories such as legislation in Massachusetts (under the policy component within the right to an education category) to remedy past inadequacies and inequities in special education delivery. Data for each state are organized in terms of the following 11 subject categories: right to an education; population; identification; assessment and placement; administrative responsibility; planning; finance; administrative structure and organization; services; private education; personnel; and facilities. Users are advised that constant change of legal bases for serving handicapped children may result in some differences between the verified digest content and newly changed statutes. (MC)

ABSTRACT 2419

EC 06 2419 ED 094 496
Publ. Date 72 90p.
Crammatte, Alan B., Ed.; Miles, Dorothy S., Ed.
Multiply Disabled Deaf Persons: A Manual for Rehabilitation Counselors.
De Paul Univ., Chicago, Ill.
Social and Rehabilitation Service (DHEW), Washington, D. C. Rehabilitation Services Administration.
EDRS mf,hc
Developed at A Workshop (New Orleans, Louisiana, March 31-April 3, 1968)

Descriptors: exceptional child services; multiply handicapped; rehabilitation; counselor role; aurally handicapped; deaf; mentally handicapped; emotionally disturbed; learning disabilities; vocational rehabilitation; guidelines; identification; diagnostic tests; vocational counseling; job placement; followup studies; Severely Handicapped

The manual for rehabilitation counselors of multiply disabled deaf persons has been developed from a workshop in which vocational counselors discussed stages of the rehabilitation process. Guidelines for the procedures of identification, differential diagnosis, vocational evaluation, placement and follow-up are given for deaf persons also handicapped by mental retardation, emotional disturbance, learning disabilities, or other severe handicaps. A brief description of the rehabilitation process is directed to readers not familiar with the field. Guidelines include such suggestions as using the TOWER system for evaluating work skills, particularly of mentally retarded persons, and being alert for emotional disturbance when school and other records so indicate or when the client's verbal behavior betrays inconsistencies. Also provided are such aids as a flow chart for the identification, assessment and referral of deaf children having difficulty in school, and a checklist for the identification of the atypical deaf adult. Appendixes include a listing of service centers for deaf people, a bibliography on deafness and other disabilities, a listing of psychological tests, and directory of workshop participants. (GW)

ABSTRACT 2586

EC 06 2586 ED N.A.
Publ. Date Sum 74 3p.
Harrington, John D.

The Integration of Deaf Children and Youth Through Educational Strategies. Why? When? How?
Highlights; V53 N2 P6-8 Sum 74

Descriptors: exceptional child education; aurally handicapped; deaf; elementary school students; secondary school students; resource teachers; teacher role; normalization (handicapped); regular class placement; student evaluation; evaluation criteria; student placement; New York

Discussed are the integration policies of the New York City Board of Education, the philosophical basis for mainstreaming as it relates to deaf elementary and secondary school children, and described are specific steps in, and criteria for the integration process in New York City Schools. Factors to be considered when mainstreaming the deaf child, such as student maturity, educational planning, and type of school setting, are discussed, although mainstreaming for the severely language impaired child is not recommended. It is emphasized that deaf children should be integrated as early as possible to maximize their success in social and learning situations; and a process for integration of a deaf child below eighth or ninth grade, which includes observation and evaluation of the child and planning for special services with the classroom teacher, is outlined. Suggested are evaluation criteria such as functional lip reading, hearing aid usage, and social skills. New York City is reported to have a continuum of placement settings for the deaf. A list of duties for the regular class resource teacher when working with deaf students is included. (BA)

ABSTRACT 2715

EC 07 2715 ED N. A.
Publ. Date 75 28p.
Northcott, Winifred H.
Normalization of the Preschool Child with Hearing Impairment.
Otolaryngologic Clinics of North America; V8 N1 P159-86 Feb 75

Descriptors: exceptional child education; aurally handicapped; preschool education; normalization (handicapped); program design; oral communication; manual communication; language development; parent role;

Discussed is normalization of the preschool hearing impaired child. The concepts of normalization and deafness are considered and three variables (such as age of confirmation of hearing loss) critical in matching the child's potential and performance are described. Literature is cited to support the importance of parent participation and competence in regard to their child's language acquisition, and the need for development of listening skills. Methods of communicating with the hearing impaired child (such as Total Communication and fingerspelling) are compared. The second half of the article focuses on essential components of comprehensive infant-preschool educational programing, including early identification and assessment, regular nursery school placement and individual instruction. (LS)

ABSTRACT 3627

EC 07 3627 ED 112538
Publ. Date Nov 74 18p.
Expert Meeting on Education of the Deaf.
EDRS mf;hc
United Nations Educational, Scientific and Cultural Organization (Paris, 30 September - 4 October 1974).

Descriptors: aurally handicapped; international organizations; curriculum; educational methods; normalization (handicapped); exceptional child education; deaf; conference reports; cultural differences; foreign countries;

Summarized are the papers given by 13 experts in education of the deaf from 12 countries who attended a conference sponsored by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) which focused on curricula, teaching methods, adaption to the community, and problems of the hearing impaired. Topics discussed included curricula for handicapped children in developing countries, curriculum and methods for teaching the deaf in specific countries such as Nigeria and Argentina, training of teachers for the deaf, language development and communication of the deaf, detection of deaf children and guidance of their parents, and integration of the deaf into school and society. Among recommendations by the conference listed are that a continuum of educational programs be offered for hearing impaired children ranging from total custodial care to complete integration and that longitudinal research be conducted into individual integration experiments, that the importance of early diagnosis and treatment be publicized by means of the mass media, and that UNESCO stimulate international and regional cooperation to improve educational services to the hearing impaired. (DB)

ABSTRACT 395

EC 000 632 ED N.A.
Publ. Date 67
Salmon, Peter J.
Our Responsibilities to the Deaf Blind Person.
Industrial Home For The Blind, Brooklyn, New York
Journal Of Rehabilitation, Volume 33, 1967.
EDRS Price 0

Descriptors: exceptional child research; vocational rehabilitation; multiply handicapped; visually handicapped; aurally handicapped; deaf blind; adults; self care skills; rehabilitation programs; skill development; sheltered workshops; job placement; community resources; visually handicapped mobility; followup studies; unemployed

Results of a demonstration project conducted since 1962 by Industrial Home for the Blind (IHB) indicate that deaf blind clients, despite extreme handicaps and years of neglect, are suitable for existing rehabilitation services and have rehabilitation potential. A regional rehabilitation service was developed which screened deaf blind persons for rehabilitation in their home communities or at IHB and surveyed and mobilized their community resources. The subsequent program included training in self-care, communication and vocational skills, sheltered workshop service, resettlement, and job placement in the home community. Of the 143 rehabilitation clients with limited skills, the majority became independent in self care and achieved independent mobility near their homes. A followup study found only 21 percent unemployed. Results are recognized as tentative, but agencies must accept their responsibilities to the deaf blind. This article was published in The Journal of Rehabilitation, Volume 33, Number 1, pages 25-26, January-February, 1967. (HK)

ABSTRACT 31

EC 06 0031 ED N.A.
Publ. Date Sep 73 4p.
Bentzen, Billie Louise
Transfer of Learning from School Setting to Life Style in a Habilitation Program for Multiply Handicapped Blind Persons.
EDRS not available
New Outlook for the Blind; V67 N7 Sep 1973

Descriptors: exceptional child education; multiply handicapped; blind; physically handicapped; rehabilitation programs; transfer of training; program descriptions; Daily Living Skills

Encouraged is the transfer of learning from the school setting to life style in a habilitation program for multiply handicapped blind adolescents and young adults. An important step in an effective transference is the careful assessment of a student's capabilities for independence. Based on this assessment, the student works under the guidance of a habilitation specialist to develop specific skills and concepts. The student is encouraged and is given frequent opportunity to apply what he has learned in actual life situations. His communications, mobility, and practical arithmetic skills are used when the student, with the specialist's help, does his own banking, shops for his personal needs, and holds a part-time job. In this way, when the student leaves the teaching situation he is already familiar with the demands of a daily life situation. (Author/DB)

ABSTRACT 1210

EC 06 1210 ED 087 174
Publ. Date Oct 68 3p.
Services for Children and Adults Who Have Physical or Mental Handicaps in Addtlion to Visual Loss; Policy Statement.
American Foundation for the Blind, New York, N.Y.
EDRS mf,hc

Descriptors: exceptional child services; multiply handicapped; visually handicapped; public policy; normalization (handicapped); community services; American Foundation for the Blind

The policy statement by the American Foundation for the Blind deals with services for children and adults who have physical or mental handicaps in addition to visual loss. Noted are difficulties in providing appropriate services to the multiply handicapped. It is stated that optimum independence should be the goal of services for the multiply handicapped; that comprehensive services should include medical, social, educational, and vocational assistance; and that schools and agencies across the country should cooperate in providing adequate diagnostic and treatment services for the multiply handicapped. (DB)

ABSTRACT 1212

EC 06 1212 ED 087 176
Publ. Date Oct 68 3p.
Housing; Policy Statement.
American Foundation for the Blind, New York, N.Y.
EDRS mf,hc

Descriptors: exceptional child services; visually handicapped; housing; public policy; blind; partially sighted; residential programs; integration (social); national organizations; normalization (handicapped); American Foundation for the Blind

Presented by the American Foundation for the Blind (AFB) are background information and policy statements on community housing, use of rehabilitation centers, housing for children, and housing for aged persons who are visually handicapped. Because of society's adherence to the concept of the single family home it is maintained that institutional housing should be considered appropriate only for reasons such as individual inability to exercise freedom of choice for independent living. The AFB housing policies are described to be based on the proposition that blindness alone is no cause for separation of individuals from the rest of society. Specified are integrated facilities in community housing, temporary residential facilities for rehabilitation, efforts to maintain visually handicapped children in the home or special schools near the home, and provision for special services for blind aged persons living in residential facilities under government or voluntary auspices. (MC)

ABSTRACT 1343

EC 06 1343 ED N.A.
Publ. Date Mar 74 11p.
Wright, Beatrice A.
An Analysis of Attitudes-Dynamics and Effects.
New Outlook for the Blind; V68 N3 P108-18 Mar 1974

Descriptors: exceptional child education; blind; attitudes; cognitive processes; affective behavior; visually handicapped; negative attitudes; normalization (handicapped); public opinion; personal adjustment

Discussed are cognitive and affective factors that influence individuals' attitudes toward blindness and toward blind people. Described are cognitive factors such as the spread phenomenon, position of the observer, expectations discrepancy, restriction of environmental opportunities in accord with expectations, attribution to person versus environment. Negative emotional factors such as pity, and positive emotional factors such as respect, are discussed. Ambivalence (the presence of both positive and negative components) is seen as contributing to the variability of behavior toward blind people. Guidelines for the improvement of attitudes and environmental opportunities are outlined. Described as significant for education of the public is the approach based on the coping framework as opposed to the succumbing framework. Integration of blind persons with sighted persons wherever possible is supported. Stressed is vigorous leadership in programs for the blind by blind people working collaboratively with sighted people. (Author/MC)

ABSTRACT 1344

EC 06 1344 ED N.A.
Publ. Date Mar 74 5p.
Hoskins, Len
Florida's Industrial Training Laboratory for Blind Persons.
New Outlook for the Blind; V68 N3 P119-23 Mar 1974

Descriptors: exceptional child education; blind; program descriptions; industrial arts; vocational education; visually handicapped; skill development; daily living skills; employment; technology

Described is the 6-month program of the Industrial Training Laboratory (Florida) that has graduated 50 blind persons in 5 years and has enabled 48 of the graduates to hold full-time competitive jobs. The program includes an electronics training course--with a curriculum aimed at mastery of a wide variety of work and independent living skills--and a job simulation division. Examples of the specific training such as identification of electrical components and independent living

skills are presented, as are plans for expanding the scope of the program. (Author/MC)

ABSTRACT 2291

EC 06 2291 ED N.A.
Publ. Date May 74 5p.
Rossi, Peter, Jr.; Fagan, John
A Summer Program for College Bound Students.
Education of the Visually Handicapped; V6 N2 P44-8 May 1974

Descriptors: exceptional child education; visually handicapped; senior high school students; visually handicapped mobility; college preparation; blind; partially sighted; counseling; summer programs; program descriptions

Described is a 1-month residential summer program for blind and partially-seeing high school students to provide pre-college preparation and experience on an actual campus. Noted are benefits such as allowing for the comparison of students and opportunities for informative interaction among students. The program is explained as simulating a real-life situation, including registration procedures. Elaborated upon are the following courses: mobility, braille, English, typing, mathematics, activities of daily living, physical education and supplemental instruction. Also noted are individual and group counseling activities. Reported is informal evaluation showing advantages such as helping lower-ability students decide whether to attend college. (LH)

ABSTRACT 36

EC 07 0036 ED N.A.
Publ. Date Aug 74 5p.
Morris, Alfred
Integration and the Disabled.
New Beacon; V58 N688 P197-201 Aug 74

Descriptors: exceptional child services; visually handicapped; social services; government role; public support; public policy; foreign countries; normalization (handicapped); Great Britain;

The 1974 address given by the British Minister for the Disabled to the Royal National Institute for the Blind reviews the status of government-sponsored social services as they relate to the visually handicapped in Great Britain. Topics discussed include: implications of the intergration of disabled people into community life and of integrated approaches to service delivery systems; responsibilities designated to local authorities by the Chronically Sick and Disabled Persons Act; the need for a new social security benefit for blind persons; and a review conducted by the Department of Employment regarding its policies and services for blind persons. (GW)

ABSTRACT 1062

EC 07 1062 ED N. A.
Publ. Date 74 96p.
Yeadon, Anne
Toward Independence: The Use of Instructional Objectives in Teaching Daily Living Skills to the Blind.
American Foundation for the Blind, 15 West 16th Street, New York, New York 10011 ($4.00).

Descriptors: exceptional child education; visually handicapped; blind; partially sighted; adults; older adults; behavioral objectives; teaching guides; individualized instruction; daily living skills; self concept; self evaluation; class management; check lists;

The manual focuses on utilizing a framework of instructional objectives to teach blind and partially sighted adults skills for achieving functional independence in their home environments. Stressed are the importance of individual or small group instruction; student input in discovering, improving, and evaluating ability levels; and development of a positive self concept. An introductory section describes how instructional objectives can be used (to ascertain skill levels, set goals, and check mastery of specific objectives) and suggests adaptive techniques for the elderly blind. The major portion of the document consists of sequential instructional objectives for teaching numerous specific daily living skills grouped within four broad categories: table behavior, domestic tasks, kitchen utensils and equipment, and cooking. Examples of specific objectives are boning a fish, washing dishes, identifying kitchen utensils and electric appliances, using braille in the kitchen, and demonstrating various cooking methods. In each case the title of the objective is stated, followed by a more specific description that includes identification of the terminal behavior, conditions under which each behavior will occur, criteria for acceptable performance, and step-by-step techniques for accomplishing objectives. The manual also includes a bibliography and listings of charts, books, cassette tape recordings, and domestic hints. (LH)

ABSTRACT 1156

EC 07 1156 ED N.A.
Publ. Date Dec 74 6p.
Morrison, Mary
The Other 128 Hours a Week: Teaching Personal Management to Blind Young Adults.
New Outlook for the Blind; V68 N10 P454-9 469 Dec 1974

Descriptors: exceptional child services; visually handicapped; blind; adolescents; young adults; daily living skills; personal adjustment; educational philosophy; educational objectives; instruction;

A personal management instructor discusses the rationale for teaching daily living skills to blind adolescents and young adults and suggests instructional techniques in such areas as signature writing, shopping, money management, cooking, and using a calendar. Stressed is the need to help blind persons of all ages to develop proficiency in independent living as well as skill in academic and vocational areas. (LH)

ABSTRACT 1456

EC 07 1456 ED N. A.
Publ. Date Jan 75 2p.
Yoder, Norman M.
Apartment Living for Rehabilitation Clients During Training.
New Outlook for the Blind; V69 N1 P32-3 Jan 1975

Descriptors: exceptional child services; visually handicapped; blind; adults; rehabilitation programs; daily living skills; interpersonal relationship; community resources; public relations;

Housing for the rehabilitation clients of the Cleveland Society for the Blind is provided in an adjacent apartment building. The trainees are expected to apply the skills they learn at the agency to the problems of daily life encountered in maintaining their own apartment, interacting with sighted neighbors, and functioning in a typical neighborhood and community. A resident counselor is present to provide guidance and aid when necessary. The experimental living arrangement program has resulted in increased community awareness of the problems and potential independence of blind individuals and has proved to be a valuable adjunct to the services of the rehabilitation team. (LH)

ABSTRACT 2170

EC 07 2170 ED N. A.
Publ. Date 75 7p.
Hatlen, Philiph.; And Others
The Blind Adolescent Life Skills Center.
New Outlook for the Blind; V69 N3 P109-15 Mar 1975

Descriptors: exceptional child research; visually handicapped; blind; young adults; normalization (handicapped) visually handicapped mobility; daily living skills; communication skills; recreation; interpersonal competence;

Abstract: The Blind Adolescent Life Skills Center provides both individual and group instruction to 20 adolescents and young adults in mobility, living skills, communication , recreation, and social relations. The program does not take place in a traditional classroom setting but tries to provide real experiences in independent living by housing the students in an apartment complex and offering services on an 'on call' basis. Instruction is meaningful because it is related to daily activities. Participants acquire skills that enable them to select life styles that will be satisfactory to them when they leave the center. (Author)

ABSTRACT 2332

EC 07 2332 ED N. A.
Publ. Date 74 128p.
Zook, Deborah
Debby.
Herald Press, Scottdale, Pennsylvania 15683 ($3.95)

Descriptors: exceptional child education; visually handicapped; blind; young adults; autobiographies; adjustment (to environment); normalization (handicapped); braille; visually handicapped mobility; daily living skills; changing attitudes; Personal Experiences;

The author, a 24-year-old teacher at a vocational school who experienced a gradual vision loss over a 10-year period, tells of her inner struggles to accept her

blindness and to function as a capable, self-sufficient individual. Recounted are her experiences while attending college; obtaining special training in braille, orientation and mobility, and daily living techniques; and securing a job. She points out reasons why many sighted people have trouble relating to the blind and offers helpful suggestions for overcoming difficulties. Among the positive influences cited throughout the autobiography are the respect and support of family members, her sense of humor, and a strong religious faith.

ABSTRACT 2333

EC 07 2333 ED N. A.
Publ. Date 74 224p.
Crist, Lyle M.
Through the Rain and Rainbow: The Remarkable Life of Richard Kinney.
Abingdon Press, 201 Eighth Avenue, Nashville, Tennessee 37202 ($5.95)

Descriptors: exceptional child education; severely handicapped; deaf blind; biographies; normalization (handicapped); adjustment (to environment); rehabilitation; educational needs; communication problems; Kinney (Richard);

The biographical account of the life of Richard Kinney, deaf-blind Executive Director of the Hadley School for the Blind, focuses on his courage, humor and perseverence in adjusting to and overcomming the limitations imposed by multiple handicaps and personal tragedy. It is explained that though Kinney became blind when he was 7-years-old and deaf when a college sophomore, he earned a college degree, married a blind woman (who subsequently died), fathered a normal son, and achieved international recognition as a consultant and leader in deaf-blind rehabilitation, an author, and a poet. Offered throughout the book is information concerning the educational and communication needs of the deaf-blind and the contribution of technological innovations to their welfare and rehabilitation. Also described is the unique contribution of the Hadley School, which offers a wide variety of home correspondence courses to blind individuals of all ages. (LH)

ABSTRACT 2540

EC 07 2540 ED N. A.
Publ. Date Apr 75 4p.
Mcglinchey, Maureen A.; Mitala, Ronald F.
Using Environmental Design to Teach Ward Layout to Severely and Profoundly Retarded Blind Persons: A Proposal.
New Outlook for the Blind; V69 N4 P168-71 Apr 1975

Descriptors: blind; self care skills; visually handicapped mobility; tactile adaptation; environmental influences; exceptional child education; visually handicapped; mentally handicapped; custodial mentally handicapped; adults;

A team of behavior modification specialists observed the self care behavior of 30 severely and profoundly retarded blind men (22-to 51-years-old) in a state institution prior to implementing training programs in basic self-care skills. They found that the residents' blindness greatly inhibited independence in such skills as toileting, bathing, and dressing. Measures taken indicated that residents also had an extremely low incidence of independent movement and social interaction. A simple, inexpensive environmental design system utilizing tactile wall and floor cues was proposed to decrease fear of the environment and to promote independent mobility and social interaction among residents. (Author/LH)

ABSTRACT 1764

EC 004 804 ED 035 143
Publ. Date Oct 66 279p.
Young, Howard D.
Independent Living: A Study of Rehabilitation of Physically Handicapped Adults Living in Foster Homes; Social Work Intervention in the Adaptation to Family Environment. Final Report.
New York Service For Orthopedically Handicapped, New York
Social And Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child services; physically handicapped; program evaluation; foster family; rehabilitation programs; adults; orthopedically handicapped; family environment; institutionalized (persons); social services; social adjustment; social workers; success factors; counseling effectiveness; interpersonal relationship; family influence; vocational counseling

As an alternative to unnecessary inpatient care of adults with orthopedic disabilities, the Independent Living Project (ILP) placed persons who were institutionalized without need and persons who were living in the community under unsatisfactory circumstances in foster homes. Information is presented on the intake procedures, homefinding techniques, matching client to foster home problems, counseling services, and the employment procedures used in the project. The characteristics of the ILP clients and foster families and the effects of social work intervention are enumerated with summary tables of data clarifying the placement results. Nine major areas of concern were identified. Each area is delineated with a list of recommendations and implications. These include the procedures for moving the disabled into suitable environments, the applicability of foster homes for the disabled, the alternatives for living environments, the opportunity to participate in training for social skills, the compilation of a central record file or data bank, the effect of the work experience and its importance, the cooperation of community organizations for the disabled, the need for the coordination of personnel services, the allocation of personnel and types of services offered, and final conclusions. (WW)

ABSTRACT 1445

EC 05 1445 ED N.A.
Publ. Date 72 79p.
Nordqvist, Inger, Comp.
Life Together--The Situation of the Handicapped.
EDRS not available
Svenska Centralkommitten for Rehabilitating, Fack S-161 03 Bromma 3, Sweden ($1.50).

Descriptors: exceptional child education, physically handicapped; childhood; adolescents; handicapped; social relations; psychological needs; sexuality; sex education

Considered are the social, psychological, and sexual needs of orthopedically handicapped children and adults. Factors in the parent child relationship and environment which are thought to promote satisfactory adjustment include reasonable parental demands and optimum social integration with normal children. Handicapped adolescents are seen to need help in achieving independence from parents and more social opportunities. The attitudes of parents and nursing staff to the sexual development and behavior of children and adolescents are examined. Recommended is sexual education by informed and sensitive teachers. Architectural, cultural, and financial obstacles are seen to limit the social contacts of orthopedically handicapped adults. Increased public recognition of the sexual needs of handicapped persons is suggested. Major problems in the handicapped woman's sexual life are said to be physical capability and pregnancy. It is reported that most paraplegic men are able to perform sexually. The suitability of various contraceptive methods for the physically handicapped is evaluated. Encouraged are measures which would permit the severely handicapped to live together in their own homes. (DB)

ABSTRACT 1074

EC 06 1074 ED N.A.
Publ. Date 73 201p.
Dibner, Susan Schmidt; Dibner, Andrew
Integration or Segregation for the Physically Handicapped Child?
EDRS not available
Charles C. Thomas, Publisher, 301-317 East Lawrence Avenue, Springfield, Illinois, 62717 ($8.95)

Descriptors: exceptional child research; physically handicapped; childhood; adolescents; camping; normalization (handicapped); psychological needs; social adjustment; interpersonal competence; regular class placement

A husband and wife team studied 10 physically handicapped and 27 nonhandicapped Ss (mean age 10.6 years) in two integrated camps (one for boys, one for girls) and 36 variously handicapped Ss (mean age 11 years) in a segregated camp for the handicapped to explore the relationships between integrative and segregative social structures and their social-psychological effects on campers. The Ss were matched for age, sex, socioeconomic status, and, in the case of Ss from the handicapped group, degree of disability. Interviews with campers and counselors regarding demographic information, friendship networks, attitudes toward camp and staff, and feelings of competence were tape recorded. After interviews, the 'Like Me Test' on self concept was administered to 96 Ss, 8 to 16 years of age. Results showed that only one of four handicapped groups had as positive a self concept as nonhandicapped Ss, and that the segregated camp structure had a positive effect on the self concept of both boys and girls. The following are some of the findings from the main study: integrated camps were committed to integration and expected that handicapped Ss could participate in all activities with help from counselors (though normal Ss resented some changes that allowed the handicapped Ss to participate), the segregated camp was committed to segration and expected that Ss should participate in flexible programs modified to accommodate all children (though the Ss were given few opportunities for individual initiative), and emphasis was on competition and normality in the integrated camp and on Ss helping one another in the segregated camp. Individual adjustment depended on whether Ss held the same values as the social structure. The study had implications for altering camp programing and orientation of staff, and for school integration of the handicapped. (MC)

ABSTRACT 2339

EC 06 2339 ED N.A.
Publ. Date Sum 74 10p.
Richardson, Stephen A. and Others
The Social Status of Handicapped and Nonhandicapped Boys in a Camp Setting.
Journal of Special Education; V8 N2 P143-52 Sum 1974

Descriptors: exceptional child research; physically handicapped; social attitudes; social relations; peer acceptance; camping

Sociometric preferences were established for 193 boys (8- to 13-years-old) with and without physical handicaps who were attending a summer camp. The intensity of the social relations (primary living groups as opposed to secondary living groups) and the appearance of the disability (visible as compared with nonvisible handicaps) were considered in analyzing the boys' interview responses. Visibly handicapped boys were found to be the most socially disadvantaged, nonvisibly handicapped boys were in an intermediate position, and nonhandicapped boys had the highest social status. Nonvisibly handicapped boys were more positively evaluated by boys outside the primary social group than by those within. (Author)

ABSTRACT 2581

EC 06 2581 ED N.A.
Publ. Date Spr 74 2p.
Larsson, Nils
Housing the Severely Handicapped: The Fokus Society.
Rehabilitation Digest; V5 N4 P9-10 Spr 1974

Descriptors: exceptional child services; physically handicapped; young adults; adults; flexible facilities; design needs; foreign countries; normalization (handicapped); national programs; Sweden; Fokus Society; Severely Handicapped

The Fokus Society in Sweden is providing severely disabled physically handicapped persons who would normally be confined to institutions with special services and special housing units. Housing units are scattered throughout family apartment buildings close to community facilities and allow disabled persons to use both special and normal facilities to achieve integration. Emphasis is on flexi-

bility, with kitchens and bathrooms being the areas of main concern. Design elements include motor drives for raising and lowering kitchen and bathroom assemblies, balconies, and emergency cords around the walls in each room. The annual cost of a Fokus unit is half that of care in a Swedish nursing home, and the units represent a step toward normalization of the handicapped. Research is being done on use of the units and they are being considered by other countries. (LC)

ABSTRACT 2651

EC 06 2651 ED N.A.
Publ. Date Jul/Aug 74 6p.
Schield, Susan
A Marred But Happy Life
Exceptional Parent; V4 N4 P39-44 Jul/Aug 1974

Descriptors: exceptional child education; cerebral palsy; biographies; emotional development; physically handicapped; females; family role

A cerebral palsied woman offers a brief biographical sketch which focuses on the emotional aspects of her childhood, adolescence and young adulthood. The author notes that her parents provided a proper blend of discipline and special care, that they allowed her the freedom to try new activities ranging from roller skating to romance, and that their ability to keep their anxieties hidden prevented many self doubts. Also considered are the distinction between a normal and a full life and the way in which lack of self confidence affected the author's physical condition. (GW)

ABSTRACT 2697

EC 06 2697 ED N.A.
Publ. Date Aug 74 3p.
Wynkoop, Susanne
The New Look for the Severely Disabled: Creative Partnership in Action—Progress Report on the Cerebral Palsied.
Rehabilitation Literature; V35 N8 P234-8 Aug 1974

Descriptors: exceptional child education; physically handicapped; cerebral palsy; adults; vocational rehabilitation; young adults; program descriptions; vocational schools; skill development; Easter Seal Society

The Office Skills Evaluation and Training Program, developed under the auspices of the Easter Seal Society, is reported to provide training for cerebral palsied (CP) persons (16-to 60-years old) in clerical, secretarial, receptionist, bookkeeping and mechanical office skills. A philosophy of acceptance and public empathy for the CP person, as well as early training for social integration, are thought to be necessary to progra success. Suggested entry criteria for a CP client in the office skills program include sufficient muscular power in one arm to depress a lever without mechanical or electrical aid for an hour at a time, strong motivation and successful rehabilitation, and the ability to arrange to attend a program even if by private transportation. Case studies of two persons whose present employment is a direct result of the office skills program are included. (BA)

ABSTRACT 2848

EC 06 2848 ED N.A.
Publ. Date 74 271p.
Eckhardt, Elizabeth and Others
Independent Living for the Handicapped and the Elderly.
Houghton Mifflin Company, 1 Beacon Street, Boston, Massachusetts 02108 ($9.95).

Descriptors: exceptional child education; physically handicapped; daily living skills; child care; facility improvement guidelines; clothing; design needs; home economics; equipment

Guidelines are provided for the physically handicapped and the elderly to facilitate independence regarding daily living skills and child care. Suggestions are provided in the following areas: management principles (such as arranging a special work place for each job) for physically handicapped homemakers; work simplification principles as applied to laundry tasks and formula making; work simplification in the physical care of children; developing early independence and cooperative behavior in young children; music, dramatics, art and nature study for young children to share with parents and grandparents. Also offered are guidelines on clothing adapted to particular needs of men, women, and children (such as slacks made of woven fabrics which slide over braces more easily than knits); devices, tools, and techniques that save time and energy; housing and kitchen planning for the handicapped and the elderly; (including such features as parallel bars and safety straps); independent living; and adjustment to physical limitations. Appendixes contain information on the adaptation of equipment for child care, adaptation of household equipment, a device for lifting a wheelchair into the trunk of an automobile, directions for making clothing adaptations, clothing sources, recipes for homemade art supplies, sources of devices, agencies, and publishers. Photographs and drawings illustrate the text. (GW)

ABSTRACT 273

EC 07 0273 ED N.A.
Publ. Date 74 24p.
General Information to Help the Recently Disabled: INA Mend Institute.
Insurance Company of North America and Human Resources Center, I. U. Willets Road, Long Island,

Descriptors: exceptional child services; physically handicapped; adults; resource guides; rehabilitation; vocational rehabilitation; financial support; transportation; recreation; travel; daily living skills;

Written for physically disabled persons, the booklet answers questions about disability in order to help the disabled lead productive, meaningful lives. Techniques and adaptations for daily living are explained and rehabilitation equipment is described. Sources of information on independent living and sources of financial assistance are listed. Information is also provided on vocational rehabilitation and employment services, transportation, and recreation and travel. (MYS)

ABSTRACT 1176

EC 07 1176 ED N. A.
Publ. Date Win 74 3p.
Developing Opportunities in Individual Responsibility.
COHI Journal (Division on Physically Handicapped, Homebound and Hospitalized), V1 N1 P7-9 Win74

Descriptors: exceptional child services; physically handicapped; cerebral palsy; adults; normalization (handicapped); group living; personal care; volunteers; counselor role; community resources; program descriptions;

Described is the Developing Opportunities in Individual Responsibility (DOIR) program to normalization in community living arrangements for cerebral palsied adults. Three essential DOIR elements are outlined: providing counselor to locate community resources, advocates, providing transportation, and purchasing adaptive equipment. Also discussed are other DOIR aspects such as finances, risktaking, and the need for volunteer human service aides for severely handicapped residents. (LH)

ABSTRACT 1811

EC 07 1811 ED N. A.
Publ. Date Feb 75 11p.
Schwab, Lois O.
Rehabilitation of Physically Disabled Women in a Family-Oriented Program.
Rehabilitation Literature; V36 N2 P34-43 47 Feb 1975

Descriptors: exceptional child research; physically handicapped; special health problems; adults; case studies; family attitudes; family role; mothers; adjustment (to environment); daily living skills; rehabilitation;

Described is a homemaking rehabilitation program for 22 physically handicapped women and their families. A consultant is said to offer training and suggestions based on individual functional evaluations and on the S's expressed goals. Noted is the lack of significant change on measures of Ss' household performance, self reported ability, marriage success and family members' attitudes. However, five case studies illustrate positive changes in family reactions and in Ss' homemaking ability. (CL)

ABSTRACT 2736

EC 07 2736 ED N. A.
Publ. Date Feb 75 3p.
Hilland, A. Juth
Towards Acceptance of the Physically Disabled.
Rehabilitation Digest; V6 N3 P9-11 Feb 75

Descriptors: exceptional child services; physically handicapped; discriminatory attitudes (social); social adjustment; adjustment (to environment); values; normalization (handicapped); social attitudes;

Quotes from disabled persons are used to demonstrate society's nonacceptance

of physically disabled persons and to suggest ways to enhance integration. The author contends that the disabled should be able to choose integration or segregation on their own terms. Increased exposure to the disabled in normal settings is suggested as one way of changing societal attitudes and values. (CL)

ABSTRACT 3008

EC 07 3008 ED N. A.
Publ. Date Ma/Jun75 4p.
Lufburrow, William A.
A New Independence Hall.
Journal of Rehabilitation ; V41 N3 P18-20 36 May/Jun75

Descriptors: exceptional child services; physically handicapped; severely handicapped; adults; group/living; residential programs; program descriptions; normalization (handicapped); Personal Independence;

Described is an apartment complex designed for handicapped (especially wheelchair-bound) adults in Houston. The development of the facility is traced from initial controversy over separate residences for the handicapped, to the formation of a community council and the adaptation of a wing for quadraplegic persons. (CL)

ABSTRACT 3403

EC 07 3403 ED N. A.
Publ. Date 74 3p.
Molloy, Dennis
Conclusions of the European Conference on Integration of the Severely Disabled into the Community.
International Rehabilitation Review; 3/4 Issue P5-7

Descriptors: exceptional child education; severely handicapped; physically handicapped; conference reports; rehabilitation; normalization (handicapped); community attitudes; equal education; vocational education; employment potential; transportation; leisure time; technology; foreign countries; international organizations;

Presented are 56 conclusions formed by the participants of the European Conference on Integration of the Severely Disabled in the Community (Lisbon, 1974). The recommendations pertain to eight major areas: early detection and prevention of disability (including the need for close cooperation with parents); educational aspects of integration (including the removal of barriers to equal education); vocational retraining and employment (including the improvement of assessment, prevocational, and vocational facilities); psychological and sociological aspects of disability (including greater emphasis on solutions than on analysis of problems); transportation and traffic problems (including establishment of an international method of identifying cars operated by disabled drivers); leisure activity and sports (including development of organized competitive sports); modern communications technology in rehabilitation (including carefully planned and tested audiovisual materials); and modern technology in clinical aspects of rehabilitation. (For related information, see EC 07 3404.) (CL)

ABSTRACT 3619

EC 07 3619 ED N. A.
Publ. Date 75 28p.
Dickman, Irving R.
Independent Living: New Goal for Disabled Persons.
Public Affairs Committee, Inc., 381 Park Avenue, South, New York, New York 10016 ($.35)

Descriptors: exceptional child services; handicapped; physically handicapped; severely handicapped; adults; group living; normalization (handicapped); daily living skills; program descriptions; adjustment (to environment); Independent Living; Deinstitutionalization;

Discussed in the pamphlet are issues and problems involved in the disabled person's quest for independent living. Dehumanizing aspects of institutions and parental overprotection are cited as major obstacles to normalized living arrangements. Described are alternative housing approaches, such as group homes, halfway houses, and hostels. The question of special facilities versus integrated housing is raised. Reviewed are such sources of assistance as direct financing through Medicaid and Supplementary Security Income, and provision of home health aides. (CL)

ABSTRACT 1859

EC 001 980 ED N.A.
Publ. Date Dec 66 6p.
Fine, Regina V.
Moving Emotionally Disturbed Children from Institution to Foster Family.
EDRS not available
Children; V13 N6 P221-6 Nov-Dec 1966
Based On A Paper Presented At The 3rd Annual Conference On Foster Care For Emotionally Disturbed Children, Merrill-Palmer Institute Of Human Development And Family Life, Detroit, Michigan, February 25-26, 1966.

Descriptors: exceptional child services; emotionally disturbed; foster family; welfare services; counseling; social adjustment; emotional adjustment; parent child relationship

The placement of 17 emotionally disturbed children, formerly in institutions, with 13 foster families is described. Aspects of the program, developed by Family and Child Services, a voluntary agency in Washington, D.C., include preplacement planning, transitional therapy, preplacement preparation, and maintenance in placement. Problems presented by placement failure and by natural parents are also considered. (JD)

ABSTRACT 1504

EC 005 017 ED N.A.
Publ. Date Dec 69 7p.
Mora, George And Others
A Residential Treatment Center Moves Toward the Community Mental Health Model.
Astor Home For Children, Rhinebeck, New York
EDRS not available
Child Welfare; V48 N10 P585-9, 628 Dec 1969

Descriptors: exceptional child services; emotionally disturbed; residential care; residential programs; program evaluation; program improvement; foster family; parent child relationship; group living; community programs; mental health programs, Astor Home for Children (New York)

The 10 year evolution of expanding services for residential treatment of emotionally disturbed children at the Astor Home for Children, Rhinebeck, New York, is reviewed. A description is given of the pilot project's early residential program, the staff, the children served, and the program evaluation at the end of 10 years. The changes in the program due to expansion were highlighted by a marked increase in the ratio of professional to child care staff, the provision of intensive psychotherapy for each child by members of three orthopsychiatric disciplines, an increased focus on neurological aspects and psychopharmacological treatment, and the development of more concrete techniques in working with families. As a result of difficulties encountered in the transition of the child to a new environment, attention is given to discharge procedures and the group home programs and foster home programs. Social services provided and an analysis of the effect of placement procedures, especially on adolescent youngsters, are discussed as well as the Astor's involvement with the local community by establishing a child guidance center. Goals and aspirations for future development are listed. (WW)

ABSTRACT 2824

EC 001 456 ED N.A.
Publ. Date 62 5p.
Schein, Jerome D.; Bushnaq, Suleiman M.
Higher Education for the Deaf in the United States: A Retrospective Investigation.
EDRS not available
American Annals Of The Deaf; V107 N4 P416-420 Sep 1962

Descriptors: exceptional child education; aurally handicapped; deaf education; college attendance; college students; higher education; Gallaudet College

Since 1864, when Gallaudet College was founded, the deaf have had the opportunity to attend a college specifically designed to meet their needs. Enrollment figures for the period 1900-1960 were extracted from the Statistical Abstract of the United States (for hearing students) and from the American Annals of the Deaf (for deaf students). The data showed that enrollment at Gallaudet College has not kept pace with colleges for the hearing. Colleges for hearing have increased from 1.4 to 9.3% of the total enrollment, while the college for the deaf has increased only from 1.1 to 1.5 of the school for the deaf population. Attempts to explain this slow growth rate on the basis of economic factors, lack of motivation, poor preparation, or large numbers of deaf attending hearing colleges are not confirmed in the literature. The fact remains that in this era of technological advance, when higher education is increasingly important, the breach between deaf and hearing education is widening. (JB)

ABSTRACT 3070

EC 501 270 ED N.A.
Publ. Date Apr 70 6p.
Iano, Richard P.
Social Class and Parental Evaluation of Educable Retarded Children.
EDRS not available
Education And Training Of The Mentally Retarded; V5 N2 P62-7 Apr 1970

Descriptors: exceptional child research; mentally handicapped; parent attitudes; social class; evaluation methods; attitude tests; Adapted Thurston Sentence Completion Form; Rating of the Child Questionnaire

The parents of educable mentally retarded children were interviewed to determine whether there was a relationship between their social class levels and their evaluations and estimates of their retarded children. Social class levels were found to be significantly related to both parent evaluation and estimate of his child. Parents in higher social classes expressed negative evaluations and low estimates of their children. Parents in lower social classes often appeared to perceive their children as capable and adequate. It was suggested that parent attitudes toward special programs for their children and the self-perceptions of educable retarded children might also be related to social class level. (Author)

ABSTRACT 2199

EC 04 2199 ED N.A.
Publ. Date Jul 72 13p.
Greenberg, Arthur; Mayer, Morris F.
Group Home Care as an Adjunct to Residential Treatment.
EDRS not available
Child Welfare; V51 N7 P423-35 Jul 1972

Descriptors: exceptional child services; emotionally disturbed; behavior problems; residential care; group living; program descriptions; program effectiveness

Life in a group home is described to be a transitional step for emotionally disturbed children who also may have behavior problems and who are thought to have improved sufficiently in the residential care treatment of social living, education, and psychotherapy. The group home is a single family dwelling in a middle class neighborhood with four to five children living with a couple. Termination of residential treatment is said to be based on child and parent readiness. It is noted that frequently, the child is ready to leave the institution, but the parents are not ready to receive him into regular family living. In these cases, living in a group home is found to benefit the child and family. The process of introducing the child to the group home is explained so that a continuity is maintained between residential life and group life. A study is then cited of 59 children who were discharged from a residential program to group homes between 1956 and 1969. Many of these children were found to still need some services from the residential program. Selected case studies are presented to show the children's improvement in the group home. Of the 59 children in the sample, 18 children were found to not adjust well. For the remaining 41 children, the group home successfully provided a temporary home in which the child could continue to improve. (CB)

ABSTRACT 2027

EC 05 2027 ED N.A.
Publ. Date May-Jun 5p.
Jewett, Doris Rodman
The Group Home: A Neighborhood-Based Treatment Facility.
EDRS not available
Children Today; V2 N3 P16-20 May-Jun 1973

Descriptors: exceptional child services; emotionally disturbed; childhood; adolescents; residential programs; group living; program descriptions

An alternative for the treatment of emotionally disturbed children and adolescents for whom family or foster family placement is not appropriate is a group home which has been developed in conjunction with a residential treatment program in Oregon. Children for the pro-

gram are selected from patients in residential treatment on the basis of individual needs and group composition and maintain continual contact with a single therapist. An 8-year-old girl who inflicted self punishment on herself while rejecting others and an 11-year-old boy who ran away and stole are examples of children helped in the group home. More success has been obtained with nonmarried than with married staff members possibly due to the psychological strains of working with disturbed children. Although the group home functions with less agency support than the regular residential treatment program, services such as pediatric care, individual therapy, psychiatric consultation, and child care supervision are immediately available. A second group home has recently been opened. (DB)

ABSTRACT 2458

EC 05 2458 ED 081 144
Publ. Date 73 14p.
Kings, Susan; Frignac, Doris
Teaching Objectives for the Emotionally Handicapped (Teachers of Children with Behavior Disorders).
Creighton School District #14, Phoenix, Arizona
Arizona State Dept. of Education, Phoenix
EDRS mf,hc

Descriptors: exceptional child education; emotionally disturbed; behavioral objectives; special education teachers; social adjustment; academic achievement; communication skills; interpersonal relationship; Daily Living Skills

Presented for special education teachers are performance objectives to be used in individualizing instruction programs for emotionally disturbed students who will return to the regular classroom. Listed for the student's emotional, behavioral, and social adjustment are objectives for establishing positive interaction with begin with young handicapped persons and continue with lifelong followup, and a comprehensive protective service program in the community mental health center. (MC)

ABSTRACT 1924

EC 06 1924 ED N.A.
Publ. Date Mar/Apr 7 12p.
Brown, John L.
Ingredients of a Therapeutic Family in the Browndale Model.
Involvement; V6 N4 P3-11, 29-31 Mar/Apr 1974

Descriptors: exceptional child education; emotionally disturbed; residential programs; foster family; therapy; therapeutic environment; group living; parent counseling; nonprofessional personnel

Described by the founder are principles of the Browndale therapeutic family which is designed to provide emotionally disturbed children with a normal family environment and return them to their natural families as soon as possible. Stressed are the urge toward health in every human being and the need for the natural parents as well as the child to receive help. Noted are deviances among all human beings and differences among Browndale therapeutic homes. It is explained that nonprofessionals are selected as home parents who set up a therapeutic program for the four or five children in their care, have continual access to professional advice, and have autonomy over the child's lifestyle and the family's finances. Other aspects of the model are given to include cooperation among therapeutic families, careful selection of children for family placement, and provision of support services to the natural family. (DB)

ABSTRACT 1927

EC 06 1927 ED N.A.
Publ. Date Mar/Apr 7 2p.
Norris, Ray
Ingredients of a Re-Entry Programme; Teaching Young People How to Survive in the City.
Involvement; V6 N4 P23-4 Mar/Apr 1974

Descriptors: exceptional child education; emotionally disturbed; adolescents; group living; daily living skills; residential programs;

The Browndale Re-entry program has been developed to bridge the gap between residential treatment for emotionally disturbed or otherwise handicapped adolescents and the realities of living on one's own in the city. Each resident has his own room with cooking facilities. Residents pay rent if working or are provided with living allowance if going to school. Staff members are available to give advice, though residents are responsible for avoiding illegal activities and maintaining the house. The program is intended to relieve the adolescent's anxiety about coping on his own. (DB)

ABSTRACT 2826

EC 06 2826 ED N.A.
Publ. Date 70 174p.
Wexler, Susan Stanhope
The Story of Sandy.
New American Library, 1301 Avenue of the Americas, New York, New York 10019 ($.95).

Descriptors: exceptional child education; emotionally disturbed; withdrawal tendencies (psychology); mothers; biographies; emotional adjustment; social adjustment; foster family; family role; parent child relationship; Severely Handicapped

His foster mother recounts the life of Sandy, a boy whose mentally ill mother rejected him when he was three-years-old, whose withdrawal patterns caused him to be labeled as severely retarded, and whose doctors recommended that he be institutionalized. Explained are Sandy's slow emotional adjustment, his eventual placement in a boarding school, and Sandy's reunion with his father and his new wife. Also discussed are his subsequent development into a high school and college competition swimmer. (GW)

ABSTRACT 2827

EC 06 2827 ED N.A.
Publ. Date 74 4p.
Achievement Place: A Model for Delinquency Treatment.
N. I. M. H. Center for Studies of Crime and Delinquency, 5600 Fishers Lane, Rockville, Maryland, 20852 ($.25).

Descriptors: exceptional child education; emotionally disturbed; delinquents; adolescents; community programs; program descriptions; family environment; social adjustment; self help programs; prevocational education; academic ability; community role; cost effectiveness

A brief pamphlet describes a community-based residential treatment home for six to eight predelinquent and delinquent boys (12- to 16-years-old). It is explained that a specially trained couple work to teach the boys socially acceptable behavior and the self-help, academic, and prevocational skills necessary to change the behavior patterns which led them into difficulty. Community controls on the project and community savings resulting from the family-sized treatment centers are discussed. (GW)

ABSTRACT 726

EC 07 0726 ED N.A.
Publ. Date Fal 74 14p.
Fields, Suzanne
Asylum on the Front Porch.
Innovations; V1 N4 P3-16 Fal 74

Descriptors: exceptional child services; emotionally disturbed; mental illness; mentally handicapped; normalization (handicapped); community programs; program descriptions; community attitudes; foreign countries; adjustment (to environment); Belgium;
This article on the normalization of mentally ill and mentally handicapped persons discusses a program under which two small Missouri towns have accepted former mental patients into the community, a Philadelphia project in which mentally handicapped men and women have left institutions to live in apartments of their own, and the village of Geel in Belgium which became a foster town for the mentally ill nearly 1500 years ago. The Foster Community Project in Missouri is explained in terms of liaison efforts of psychiatric social workers with townspeople, the transitional ward situation established for patients wishing to move into the foster community, initial contacts between patients and townspeople, criteria for selecting patients, and adjustment processed of several patients. Support services of the Philadelphia project in which 35 units of a 350 unit apartment house have been leased for mentally handicapped persons are said to include availability of counselors and workshops on grooming, finances, housekeeping, socialization and sex education. Experiences of particular residents are reconted briefly. The legend that established Geel, Belgium as a therapeutic community for the mentally ill is discussed as well as threats to the traditional community posed by recent industrialization. (GW)

ABSTRACT 1114

EC 07 1114 ED N. A.
Publ. Date Sep/Oct 74 3p.
Brown, John L.

Natural Family Provides Best Resource.
Involvement; V7 N1 P3-5 Sep/Oct74

Descriptors: exceptional child services; emotionally disturbed; socially deviant behavior; family structure; family influence; normalization (handicapped); foster family; therapeutic environment;

The therapeutic family concept contributes to the normalization of severely disturbed children at Browndale in Toronto. The therapeutic family home is an instrument to return the child to his greatest resource, his natural family. (CL)

ABSTRACT 1593

EC 07 1593 ED N. A.
Publ. Date Feb 75 9p.
Garber, Michael
Neighborhood-Based Child Welfare.
Child Welfare; V54 N2 P73-81 Feb 75

Descriptors: exceptional child services; disadvantaged youth; behavior problems; group living; community role; community programs; environmental influences; Deinstitutionalization;

Described is the development of a neighborhood based group home serving as emergency placement for children due to temporary family crises, as long term placement for adolescent boys who will profit from group living and as a halfway house for children leaving institutions. Emphasized is the importance of securing community involvement and of maintaining children, whenever possible, in their neighborhood environment. Provided are brief descriptions of seven of the group home residents. (CL)

ABSTRACT 1596

EC 07 1596 ED N. A.
Publ. Date Feb 75 7p.
Bedford, Linda; Hybertson, Larry D.
Emotionally Disturbed Children: A Program of Alternatives to Residential Treatment.
Child Welfare; V54 N2 P109-115 Feb 75

Descriptors: exceptional child services; emotionally disturbed; early childhood; childhood; adolescents; social services; intervention; social work; state programs; delivery systems; counseling; Deinstitutionalization; Treatment Alternatives Project; Massachussetts;

Massachussetts' Treatment Alternatives Project (TAP) provides services to a maximum of 200 emotionally handicapped welfare custody children ages 4- to 16-years-old who previously would have been peaced in residential settings. Treatment approaches are either behaviorally or psychodynamically oriented. For the provision of alternative services to emotionally disturbed children TAP experience emphasizes five areas of special consideration: comprehensive medical and psychological screening, delineation of case management and treatment issues, supportive alliances with natural or foster parents, manageable caseloads and flexible caseworkers, and a retrieval system of fiscal and service information. (CL)

ABSTRACT 2194

EC 07 2194 ED N. A.
Publ. Date 74 214p.
Davis, Ann E.; And Others
Schizophrenics in the New Custodial Community: Five Years After the Experiment.
Ohio State University Press, Hitchock Hall, Room 316, 2070 Neil Avenue, Columbus, Ohio 43210 ($12.00)

Descriptors: exceptional child research; emotionally disturbed; schizophrenia; community; followup studies; longitudinal studies; drug therapy; normalization (handicapped); Deinstitutionalization;

Reported is a 1969 followup study of 152 schizophrenic patients who were originally studied in a home care experiment in Louisville, Kentucky between 1961 and 1964. The following objectives are identified: to determine the adaptive abilities of patients in various treatment categories as measured by time and length of rehospitalization, to obtain a longitudinal view of the ability of schizophrenics to adjust in the community, and to examine familial reactions to differing types of deviant behavior and psychopathology as correlates of rehospitalization. Procedures and problems of data collection relating to such factors as family and patient interviews and hospital and clinic records are discussed. Data are provided on patients' psychiatric status and treatment experiences; patients' community adjustments as shown in domestic and vocational performances and social participation; and successes and failures in such areas as marital and family relationships, clinic treatment and problems behaviors. Case studies of patients are cited to illustrate such categories as home care drug success/followup success; home care drug failure/ followup success; and home care placebo failure/followup success. Data is assessed to provide general conclusions on such topics as differential treatment impacts. Appendixes contain letters and a release of information form, interview schedules, hospital and clinic research forms, and statistical data. (GW)

ABSTRACT 2655

EC 07 2655 ED N. A.
Publ. Date Apr 75 1p.
Hoffman, Linda R.; And Others
A Group Home: Hospital Treatment Model for Severely Disturbed Adolescents.
Child Welfare; V54 N4 P283-9 Apr 75

Descriptors: exceptional child services; emotionally disturbed; adolescents; group living; success factors; program development; program evaluation; adjustment (to environment); deinstitutionalization;

The development of two interagency sponsored community based group homes for severely emotionally disturbed adolescents is described. Discussed is the role defining function of the advisory committee. It is explained that the most successful group home approaches (including location in a supportive community and provision of individualized academic programs) have been used to develop a program model. Educational and social adjustment indications are reviewed. (CL)

ABSTRACT 2733

EC 07 2733 ED N. A.
Publ. Date Feb/Mar75 11p.
Weininger, Otto
The Browndale Therapeutic Family.
Involvement; V7 N4 P13-23

Descriptors: exceptional child education; emotionally disturbed; program descriptions; group living; family influence; therapeutic environment; normalization (handicapped); Deinstitutionalization; Browndale;

Described is the Browndale therapeutic family approach in which four or five emotionally disturbed children live in community homes with surrogate parents. It is explained that the arrangement provides children with normal family benefits, including shelter, care, structure, and ego support. Emphasized is the importance of trust between the child and the therapeutic parent. Incidents are portrayed to demonstrate the normalized environment's emotional and physical safety, opportunities for ego improvement as well as for academic growth, and reinforcement of the child's self confidence. (CL)

ABSTRACT 2770

EC 07 2770 ED N. A.
Publ. Date May 75 9p.
Schulman, Rena
Examples of Adolescent Group Homes in Alliance with Larger Institutions.
Child Welfare; V54 N5 P341-9 May 75

Descriptors: exceptional child services; emotionally disturbed; adolescents; program descriptions; residential programs; group living; institutions; Deinstitutionalization;

Four adolescent group homes associated with institutions for the emotionally disturbed are described. It is explained that the programs are designed to provide a variety of selection and grouping of children, the characteristics of the staff, and the clarity of program objectives. (CL)

ABSTRACT 2771

EC 07 2771 ED N. A.
Publ. Date May 75 3p.
Huffman, Starr
Some Observations on Weekend Foster Home Visitation as a Step Out of the Institution.
Child Welfare; V54 N5 P351-3 May 75

Descriptors: exceptional child services; emotionally disturbed; foster children; community attitudes; social adjustment; institutionalized (persons); childhood; adolescents; Deinstitutionalization;

Emotionally disturbed institutionalized boys (7-to 16-years-old) visited foster homes during weekends. The program was helpful in evaluating the boys' readiness to return to the community and in educating the community about the institution and the residents. (CL)

ABSTRACT 2874

EC 07 2874 ED N. A.
Publ. Date 72 26p.
Rieger, Norbert I.

Changing Concepts in Treating Children in a State Mental Hospital.
Norbert I. Rieger, M. D., Children's Treatment Center, Camarillo State Hospital, Camarillo, California 93010
Reprint, International Journal of Child Psychotherapy ; V1 N4 P89-114 72

Descriptors: exceptional child services; emotionally disturbed; institutionalized (persons); normalization (handicapped); psychological needs; staff role; environmental influences; Deinstitutionalization;

Described are the needs of institutionalized emotionally disturbed children and emphasized is the importance of new treatment concepts. Considered are such factors as physical space arrangement, the human environment, and staff training. It is explained that hospitalization presents many drawbacks to the child, including frequently inadequate treatment and lack of intimacy in the daily living experience. Special treatment homes with surrogate parents are advocated as effective means of meeting the child's needs. The importance of flexible training programs for child mental health specialists to function in the treatment homes and in other settings is discussed. For related information see EC 02877 and EC 073114. (CL)

ABSTRACT 2877

EC 07 2877 ED N. A.
Publ. Date Oct 72 13p.
Rieger, Norbert I.
From State Hospital to Satellite Home: A New Concept of Treating Children in a Community Mental Health Program.
Norbert I. Rieger, M. D., 1550 Hillcrest Road, Santa Barbara, California 93103
Reprint, Exchange ; P34-46 Oct 72

Descriptors: exceptional child services; emotionally disturbed; psychosis; group living; program descriptions; normalization (handicapped); Deinstitutionalization; Satellite Homes;

Reviewed is the history of treating psychotic children and described is the Satellite Home approach, an alternative to hospitalization for the severely disturbed child. It is noted that the approach emphasizes normalized experiences supervised by trained surrogate parents within a small family setting. Advantages are seen to include more effective treatment for the children and decreased cost to the taxpayers. Discussed are factors such as administration and funding involved in establishing Satellite Homes. For related information see EC 073114. (CL)

ABSTRACT 2945

EC 07 2945 ED N. A.
Publ. Date 75 44p.
Santiestevan, Henry
Deinstitutionalization: Out of Their Beds and Into the Streets.
American Federation of State, County and Municipal Employees, 1625 L Street, N. W., Washington, D. C. 20036 ($2.25)

Descriptors: exceptional child services; mentally ill; financial policy; political influences; values; ethics; trend analysis; community attitudes; Deinstitutionalization;

The author denounces efforts to deinstitutionalize mentally ill persons and asserts that the procedure has frequently been undertaken to disguise budget cuts, personnel layoffs and profiteering. Described are resultant crime and community protests which have compelled some state governments to phase out deinstitutionalization. Cited are health workers' concerns over the negative effects, and advocated is revision of national health care policies. (CL)

ABSTRACT 3114

EC 07 3114 ED 108430
Publ. Date Oct 74 35p.
Leiken, Stanley J.; Rieger, Norbert I.
Supervision of Satellite Foster Home Parents.
University of California, Los Angeles. Center for The Health Sciences.
EDRS mf;hc
Paper Presented at the Annual Meeting of the American Academy of Child Psychiatry (San Francisco; October, 1974)

Descriptors: emotionally disturbed; parent counseling; adjustment problems; foster children; normalization (handicapped); exceptional child services; childhood; parent child relationship; behavior problems; program effectiveness; program evaluation; Satellite Foster Home Project; Deinstitutionalization;

Two psychiatrists describe their experience in supervising a group of foster parents who participated in a 3 year deinstitutionalization project designed to provide satellite foster home placement for 17 severely emotionally disturbed children (5 to 15 years old). Among the topics discussed are the foster parents' disillusionment and depression during the first few months, problems in consultation and therapy (such as helping the foster parents to understand and handle feelings of hostility and anxiety evoked by the behavior of individual children), issues of separation (such as preparing both children and satellite foster parents for new placements as the children improved), and dealing with problems surrounding the satellite parents' departure. (LH)

ABSTRACT 3196

EC 07 3196 ED N. A.
Publ. Date Jun 75 11p.
Dowling, Scott
Treatment in Cottage Programs for Children with Severe Developmental Disturbances.
Child Welfare ; V54 N6 P395-405

Descriptors: exceptional child education; emotionally disturbed; personality problems; childhood; adolescents; program descriptions; group living; residential care; psychotherapy;

Explained are the methods and effects of the cottage living program of the Bellefaire Residential Treatment Center for children and adolescents with severe personality disturbances. The acceptance of group living among psychiatrists is discussed briefly. Identified are possible sources of disruption of the developmental sequence connected with such functions as impulse control, frustration tolerance, differentiation of affect from autonomic states and the integrating function of the ego. Treatment in a group setting is described as uniquely fitted to overcome developmental problems in latency and in adolescent children. The development of group cohesiveness based on acceptable rather than pathological needs or expectations is examined. A case history of a 12 year old boy illustrates the work in the cottage program. (GW)

ABSTRACT 3612

EC 07 3612 ED N. A.
Publ. Date Sum 75 8p.
Costello, Janis
The Group Home as an Alternative to Institutionalization for Delinquent and Socially- Maladjusted Youth.
Behavioral Disorders; V1 N1 P37-44

Descriptors: exceptional child education; emotionally disturbed; delinquency; literature reviews; institutional environment; group living; program descriptions; behavior change; operant conditioning; child care occupations; program effectiveness; Deinstitutionalization;

The group home program is discussed as an alternative to institutionalization for delinquent youth and three group home programs are described. Undesirable effects for both the institutionalized individual (such as the child's learning additional deviant behavior from fellow detainees) and society are presented. Basic aspects of the group home are given as structure, house parents, and treatment rationales. Advantages of the group home program are noted which include the relevance of the family-like environment to the treatment. Two group home programs are summarized; and a third program, Achievement Place, is described in terms of teaching house parents (professional group home workers) token and natural reinforcement methods to establish appropriate behaviors, target behaviors in three areas (social, school, and maintenance), and evaluation tools (daily records, research projects, follow-up studies, and performance profiles). Recidivism rates are reported to be lower for deinstitutionalized than institutionalized youths, and the cost of services for the group home treatment is noted to be one-fourth to one-half the cost of institutionalization. (SB)

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